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ABSTRACT

Approximately 288 programs conducted in various counties of Georgia during the regular school year or summer of 1969 and funded under Title I of the 1965 Elementary and Secondary Education Act are here reported in summary fashion. The following information is provided concerning each program: name of system, name of project, regular or summer term, funds approved for this project, number of participating children, and person submitting summary; Title I personnel including number of teachers, aides, other professional personnel, and other non-professional personnel; supportive services and activities; and, narrative description of project. (JM)

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Title I, Elementary and Secondary Education Act
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334

Jack P. Nix
State Superintendent of Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TITLE I
PROJECT REPORT
1969

Foreword

Georgia's Title I program for disadvantaged children, funded by the Elementary and Secondary Education Act, is one of the most vital efforts we are making in education in this state today. It is designed to compensate to poor children for the educational advantages they lack because of their backgrounds and environments. Whatever the needs of these children--remedial reading, food services, transportation or health care, special curriculum areas, to name a few --- Title I Programs are meeting them.

This compilation of Title I projects operated in Georgia during the past fiscal year is offered as both a record of accomplishment and a sourcebook of ideas for those who will be planning such projects in the future.

Jack P. Nix
State Superintendent of Schools

TABLE OF CONTENTS

Page

Americus City (Regular Term) 1
Americus City (Summer Term) 2
Atlanta City (Regular Term) 3
Atlanta City (Summer Term) 4
Bacon County (Regular Term) 5
Bacon County (Summer Term) 6
Baker County (Regular Term) 7
Baldwin County (Regular Term) 8
Baldwin County (Summer Term) 9
Banks County (Regular Term) 10
Banks County (Summer Term) 11
Barnesville City (Regular Term) 12
Barnesville City (Summer Term) 13
Barrow County (Regular Term) 14
Barrow County (Summer Term) 15
Bartow County (Regular Term) 16
Bartow County (Summer Term) 17
Ben Hill County (Regular Term) 18
Ben Hill County (Summer Term) 19
Berrien County (Regular Term) 20
Berrien County (Summer Term) 21
Bibb County (Regular Term) 22
Bibb County (Summer Term) 23
Bleckley County (Regular Term) 24
Brantley County (Regular Term) 25
Brantley County (Summer Term) 26
Bremen City (Regular Term) 27
Bryan County (Regular Term) 28
Bryan County (Summer Term) 29
Buford City (Summer Term) 30
Butts County (Regular Term) 31
Butts County (Summer Term) 32
Calhoun City (Regular Term) 33
Calhoun City (Summer Term) 34
Carroll County (Regular Term) 35
Carroll County (Summer Term) 36
Carrollton City (Regular Term) 37
Carrollton City (Summer Term) 38
Cartersville City (Regular Term) 39
Cartersville City (Summer Term) 40
Catoosa County (Regular Term) 41
Catoosa County (Summer Term) 42
Charlton County (Regular Term) 43
Chatham County (Regular Term) 44
Chatham County (Summer Term) 45
Chattooga County (Regular Term) 46
Chattooga County (Summer Term) 47

Page

Cherokee County (Regular Term) 48
Cherokee County (Summer Term) 49
Chickamauga City (Regular Term) 50
Clarke County (Regular Term) 51
Clarke County (Summer Term) 52
Clay County (Regular Term) 53
Clay County (Summer Term) 54
Clayton County (Regular Term) 55
Clayton County (Summer Term) 56
Clinch County (Regular Term) 57
Clinch County (Summer Term) 58
Cobb County (Regular Term) 59
Cobb County (Summer Term) 60
Cochran City (Regular Term) 61
Cochran City (Summer Term) 62
Coffee County (Regular Term) 63
Coffee County (Summer Term) 64
Colquitt County (Regular Term) 65
Colquitt County (Summer Term) 66
Columbia County (Regular Term) 67
Columbia County (Summer Term) 68
Commerce City (Regular Term) 69
Commerce City (Summer Term) 70
Coweta County (Summer Term) 71
Crawford County (Regular Term) 72
Crawford County (Summer Term) 73
Crisp County (Regular Term) 74
Crisp County (Summer Term) 75
Dade County (Regular Term) 76
Dade County (Summer Term) 77
Dalton City (Regular Term) 78
Dalton City (Summer Term) 79
Dawson County (Regular Term) 80
Dawson County (Summer Term) 81
Decatur City (Regular Term) 82
Decatur City (Summer Term) 83
Decatur County (Regular Term) 84
Decatur County (Summer Term) 85
DeKalb County (Regular Term) 86
DeKalb County (Summer Term) 87
Dodge County (Regular Term) 88
Dodge County (Summer Term) 89
Dougherty County (Regular Term) 90
Dougherty County (Summer Term) 91
Douglas County (Regular Term) 92
Douglas County (Summer Term) 93
Dublin City (Regular Term) 94
Dublin City (Summer Term) 95
Elbert County (Regular Term) 96
Emanuel County (Regular Term) 97

Page

Emanuel County (Summer Term) 98
Evans County (Regular Term) 99
Evans County (Summer Term) 100
Fannin County (Regular Term) 101
Fannin County (Summer Term) 102
Fayette County (Regular Term) 103
Fayette County (Summer Term) 104
Fitzgerald City (Regular Term) 105
Fitzgerald City (Summer Term) 106
Floyd County (Regular Term) 107
Forsyth County (Regular Term) 108
Forsyth County (Summer Term) 109
Franklin County (Regular Term) 110
Franklin County (Summer Term) 111
Fulton County (Summer Term) 112
Gainesville City (Regular Term) 113
Gainesville City (Summer Term) 114
Gilmer County (Regular Term) 115
Gilmer County (Summer Term) 116
Glynn County (Regular Term) 117
Glynn County (Summer Term) 118
Gordon County (Regular Term) 119
Gordon County (Summer Term) 120
Grady County (Regular Term) 121
Grady County (Summer Term) 122
Greene County (Regular Term) 123
Greene County (Summer Term) 124
Gwinnett County (Regular Term) 125
Gwinnett County (Summer Term) 126
Habersham County (Regular Term) 127
Habersham County (Summer Term) 128
Hall County (Regular Term) 129
Hall County (Summer Term) 130
Hancock County (Regular Term) 131
Hancock County (Summer Term) 132
Haralson County (Regular Term) 133
Haralson County (Summer Term) 134
Harris County (Regular Term) 135
Harris County (Summer Term) 136
Hart County (Regular Term) 137
Hawkinsville City (Regular Term) 138
Hawkinsville City (Summer Term) 139
Heard County (Regular Term) 140
Heard County (Summer Term) 141
Henry County (Regular Term) 142
Henry County (Summer Term) 143
Hogansville City (Regular Term) 144
Hogansville City (Summer Term) 145
Houston County (Regular Term) 146
Houston County (Summer Term) 147
Irwin County (Regular Term) 148

Page

Irwin County (Summer Term) 149
Jackson County (Regular Term) 150
Jackson County (Summer Term) 151
Jasper County (Regular Term) 152
Jasper County (Summer Term) 153
Jefferson City (Regular Term) 154
Jefferson City (Summer Term) 155
Jefferson County (Regular Term) 156
Jefferson County (Summer Term) 157
LaGrange City (Regular Term) 158
LaGrange City (Summer Term) 159
Lanier County (Regular Term) 160
Lanier County (Summer Term) 161
Laurens County (Regular Term) 162
Laurens County (Summer Term) 163
Liberty County (Regular Term) 164
Liberty County (Summer Term) 165
Long County (Regular Term) 166
Long County (Summer Term) 167
Lumpkin County (Regular Term) 168
Lumpkin County (Summer Term) 169
Macon County (Regular Term) 170
Macon County (Summer Term) 171
Madison County (Regular Term) 172
Madison County (Summer Term) 173
Marietta City (Regular Term) 174
Marietta City (Summer Term) 175
Marion County (Regular Term) 176
McIntosh County (Regular Term) 177
McIntosh County (Summer Term) 178
Meriwether County (Regular Term) 179
Meriwether County (Summer Term) 180
Mitchell County (Regular Term) 181
Mitchell County (Summer Term) 182
Montgomery County (Regular Term) 183
Montgomery County (Summer Term) 184
Moultrie City (Regular Term) 185
Moultrie City (Summer Term) 186
Murray County (Regular Term) 187
Murray County (Summer Term) 188
Muscogee County (Regular Term) 189
Muscogee County (Summer Term) 190
Newnan City (Regular Term) 191
Newnan City (Summer Term) 192
Newton County (Regular Term) 193
Newton County (Summer Term) 194
Oconee County (Regular Term) 195
Oconee County (Summer Term) 196
Oglethorpe County (Regular Term) 197
Paulding County (Regular Term) 198

Page

Paulding County (Summer Term) 199
Peach County (Regular Term) 200
Peach County (Summer Term) 201
Pelham City (Regular Term) 202
Pelham City (Summer Term) 203
Pierce County (Regular Term) 204
Pierce County (Summer Term) 205
Pickens County (Regular Term) 206
Pickens County (Summer Term) 207
Pike County (Regular Term) 208
Pike County (Summer Term) 209
Polk County (Regular Term) 210
Polk County (Summer Term) 211
Pulaski County (Summer Term) 212
Putnam County (Regular Term) 213
Putnam County (Summer Term) 214
Rabun County (Regular Term) 215
Rabun County (Summer Term) 216
Richmond County (Regular Term) 217
Richmond County (Summer Term) 218
Rockdale County (Regular Term) 219
Rockdale County (Summer Term) 220
Rome City (Regular Term) 221
Rome City (Summer Term) 222
Schley County (Regular Term) 223
Screven County (Summer Term) 224
Social Circle City (Regular Term) 225
Social Circle City (Summer Term) 226
Spalding County (Regular Term) 227
Spalding County (Summer Term) 228
Stephens County (Regular Term) 229
Stephens County (Summer Term) 230
Stewart County (Regular Term) 231
Stewart County (Summer Term) 232
Talbot County (Regular Term) 233
Taliaferro County (Regular Term) 234
Telfair County (Regular Term) 235
Telfair County (Summer Term) 236
Thomas County (Regular Term) 237
Thomas County (Summer Term) 238
Thomaston City (Regular Term) 239
Thomaston City (Summer Term) 240
Thomasville City (Regular Term) 241
Thomasville City (Summer Term) 242
Tift County (Regular Term) 243
Tift County (Summer Term) 244
Towns County (Regular Term) 245
Towns County (Summer Term) 246
Treutlen County (Regular Term) 247
Treutlen County (Summer Term) 248
Troup County (Regular Term) 249
Troup County (Summer Term) 250

Page

Turner County (Regular Term) 251
Turner County (Summer Term) 252
Twiggs County (Regular Term) 253
Twiggs County (Summer Term) 254
Union County (Regular Term) 255
Union County (Summer Term) 256
Upson County (Regular Term) 257
Upson County (Summer Term) 258
Valdosta City (Regular Term) 259
Valdosta City (Summer Term) 260
Walker County (Regular Term) 261
Walker County (Summer Term) 262
Walton County (Regular Term) 263
Walton County (Summer Term) 264
Ware County (Regular Term) 265
Ware County (Summer Term) 266
Warren County (Regular Term) 267
Warren County (Summer Term) 268
Washington County (Regular Term) 269
Waycross City (Regular Term) 270
Waycross City (Summer Term) 271
Wayne County (Regular Term) 272
Wayne County (Summer Term) 273
Webster County (Regular Term) 274
Webster County (Summer Term) 275
West Point City (Regular Term) 276
West Point City (Summer Term) 277
Wheeler County (Regular Term) 278
Wheeler County (Summer Term) 279
White County (Regular Term) 280
White County (Summer Term) 281
Whitfield County (Regular Term) 282
Whitfield County (Summer Term) 283
Wilcox County (Regular Term) 284
Wilcox County (Summer Term) 285
Wilkes County (Regular Term) 286
Wilkes County (Summer Term) 287
Winder City (Regular Term) 288
Winder City (Summer Term) 289
Worth County (Regular Term) 290
Worth County (Summer Term) 291
Department of Family and Children Services (Regular and Summer Term) 292
Georgia Academy for the Blind (Regular Term) 293
Georgia Academy for the Blind (Summer Term) 294
Georgia School for the Deaf (Regular Term) 295
Georgia School for the Deaf (Summer Term) 296
Gracewood State School and Hospital (Regular and Summer Term) 297
School of Special Education, Central State Hospital (Regular and Summer Term) 298

NAME OF SYSTEM: Americus City PROJECT NUMBER: 201-129-R69-1

NAME OF PROJECT: Curriculum Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $168,479

NUMBER OF PARTICIPATING CHILDREN: 1,032

SUMMARY SUBMITTED BY: Willie Maude Nelson, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 12 OTHER PROFESSIONAL: 2

AIDES: 12 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
Art
Business Education
English-Reading
Foreign Language
Industrial Arts
Music
Science
Physical Education

SUPPORTIVE SERVICES:
Food
Health-Medical
Social Work

NARRATIVE DESCRIPTION OF PROJECT:

Because of the low achievement level of pupils in the two project-area schools, plans were made to provide rich experiences to improve academic performance and raise the cultural level of deprived pupils.

Four elementary classroom teachers, one each of music, art, and physical education, were added to the faculty at East View Elementary School to enhance the regular school program. Cultural experiences were provided through music and art. Two industrial arts, one science, one business education and one foreign language teacher were added to the faculty at Staley High School to provide for the special needs of educationally deprived children. Eight teacher aides were assigned to East View and four teacher aides were assigned to Staley to assist teachers in implementing the school programs.

Appropriate equipment purchased under this program included reading machines, typewriters, typing tables and chairs, projection tables, musical instruments and various pieces of equipment for the industrial arts department. Other equipment previously purchased under Title I included record players, tape recorders, videocorders and filmstrip, sound, opaque and overhead projectors.

Psychotechnic reading materials (special programs using film strips, records, tapes, textbooks, etc.) were used in the reading laboratories by teachers with special skills in teaching developmental and remedial reading. These reading laboratories, equipped with study carrels and special reading machines, were most successful. One laboratory was provided for grade four, one for grade five, one for grade six and one for grade seven.

NAME OF SYSTEM: Americus City **PROJECT NUMBER:** 201-129-S69-2

NAME OF PROJECT: Summer School Enrichment Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $77,631

NUMBER OF PARTICIPATING CHILDREN: 560

SUMMARY SUBMITTED BY: Willie Maude Nelson, Curriculum Director

TITLE I PERSONNEL: **TEACHERS:** 33 **OTHER PROFESSIONAL:** 3

AIDES: 21 **OTHER NON-PROFESSIONAL:** 0

ACTIVITIES:
Art
Business Education
English-Reading
Industrial Arts
Mathematics
Music
Physical Education
Natural Science

SUPPORTIVE SERVICES:
Food
Health-Medical
Library
Social Work

NARRATIVE DESCRIPTION OF PROJECT:

Twenty-three qualified teachers worked with deprived children who were underachievers in the two project area schools to provide children with the kinds of experiences necessary to challenge them to higher educational and personal goals. These experiences included instruction in art, English-reading and physical education in grades one through five at East View Elementary School. Twelve teachers worked with deprived pupils at Staley High School to improve educational skills in business education, English-reading, industrial arts, music, physical education and natural science.

Four reading laboratories were used to help retarded readers overcome reading handicaps. Equipment purchased under previous Title I programs, as well as current purchases for the summer, was used to facilitate instruction. These purchases included a Tactomatic 500 reading machine, T-matic and controlled reading machines, projectors, video recorders, maps, globes, charts, models, record players and transparencies.

Two principals worked in both administrative and supervisory capacities. The curriculum director served as director of the summer program and wrote the evaluation at the end of the program.

The main purpose of the summer enrichment program was to provide whatever experiences were necessary to help underachievers progress toward higher educational goals, experience success and change their self-image. Pupils were encouraged to remain in school until they receive a high school diploma.

NAME OF SYSTEM: Atlanta **PROJECT NUMBER:** 060-203-R69-1

NAME OF PROJECT: Improving Basic Skills of Pupils Through Teacher Training

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED **FOR THIS PROJECT:** $2,509,480

NUMBER OF **PARTICIPATING CHILDREN:** 9,995

SUMMARY SUBMITTED BY: Jarvis Barnes, Assistant Superintendent for Research and Development

TITLE I PERSONNEL: **TEACHERS:** 51 **OTHER PROFESSIONAL:** 106

AIDES: 268 **OTHER NON-PROFESSIONAL:** 39

ACTIVITIES:
- English-Reading
- Pre-Kindergarten
- Special Learning Problems
- Neglected Children

SUPPORTIVE SERVICES:
- Food
- Coordination and Evaluation

NARRATIVE **DESCRIPTION OF PROJECT:**

The main objective of the program was an effort to improve the basic skills of pupils through teacher training. It was believed that improvement in the achievement of pupils could best be obtained by providing opportunities for teachers to improve their instructional and professional skills. Therefore, lead reading teachers, curriculum assistants and supportive personnel such as counselors, social workers, psychometrists, staff teachers, teacher aides and librarian aides were provided, in various combinations, in order to assist the teacher in planning learning activities, assembling materials, helping individual pupils, and conferring with parents.

Pre-kindergarten experiences were provided in nine schools, a team teaching program operated in two schools, and communication skills laboratories were used in several schools. Special materials and equipment were used in these programs. A center for trainable mentally retarded students was renovated and specially equipped.

NAME OF SYSTEM: Atlanta City **PROJECT NUMBER:** 060-203-S69-2

NAME OF PROJECT: Academic Recreation and Training Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $540,540

NUMBER OF PARTICIPATING CHILDREN: 5,985

SUMMARY SUBMITTED BY: Jarvis Barnes, Assistant Superintendent for Research and Development

TITLE I PERSONNEL: **TEACHERS:** 893* **OTHER PROFESSIONAL:** 3

AIDES: 39 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
English-Reading
Physical Education/Recreation
Handicapped
Special Learning Problems

SUPPORTIVE SERVICES: In-service Training

NARRATIVE DESCRIPTION OF PROJECT:

Special programs concentrated on the reading and communication skills with compensatory and remedial tutorial experiences provided. An attempt was made to discover individual pupil talents and interests that could be a basis for building a positive self-image. Other programs provided wholesome recreational activities for disadvantaged children who had the greatest need for play and recreation.

One part of the summer program was the development of activities designed to provide success in physical endeavors and increase the self-reliance and self-confidence of the trainable mentally retarded child. The in-service training activity was an attempt to discover more efficient ways of deploying and using staff; to develop the strength of leadership resources that reside in school faculties; to find more effective means of using the services of nonprofessional personnel; to use flexible grouping to meet specific instructional needs; to utilize free time available to staff members for curriculum development and supervisory activities; to demonstrate to key personnel in the program the techniques and procedures necessary for actually gearing the instructional program to specific operating levels and needs of individual pupils; to help in the adjustment of white and Negro teachers to integrated situations; and to explore ways of improving the organizational climates and instructional programs of inner city schools.

No equipment was purchased for the summer project. Special materials and supplies were used in the program for the handicapped, in the reading program, and in the in-service training program.

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*This figure includes 627 teachers involved in the in-service training program.

NAME OF SYSTEM: Bacon County PROJECT NUMBER: 003-003-R69-1

NAME OF PROJECT: Reading, Health, Physical Education, Music, Art, Typing

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $100,201

NUMBER OF PARTICIPATING CHILDREN: 1,135

SUMMARY SUBMITTED BY: Leon Sapp, Jr., Superintendent

TITLE I PERSONNEL: TEACHERS: 7 OTHER PROFESSIONAL: 2

AIDES: 4 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
- Art
- Typing
- English-Reading
- Music
- Physical Education

SUPPORTIVE SERVICES:
- Food
- Health and Medical

NARRATIVE DESCRIPTION OF PROJECT:

Equipment used in the program included typewriters, opaque projectors, overhead projectors, tape recorders, 16mm projectors, reading lab, filmstrip projectors, playground equipment, fishing and golf equipment, duplicating and copying machines, filing cabinets, easels and bake oven.

Supplies used included enrichment books, tapes, films and filmstrips, music books, paint supplies, activity aids, first aid supplies and free lunches.

Materials used included art materials, paper, pencils, workbooks, test erasers and ink.

The inductive method was used to allow the student to discover his own abilities and to travel at his own pace and to allow him to experience the feeling of success. Lecturing by the nurse and physical fitness director was used in developing adequate health habits.

The impact of the program was evident in the changes in attitude and behavior. Also, the improvement in performance was obvious from grade and test results. These programs have alleviated the dropout problem and have improved health habits and physical development.

NAME OF SYSTEM: Bacon County **PROJECT NUMBER:** 003-003-S69-2

NAME OF PROJECT: Kindergarten, Reading and Related Service

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $37,782

NUMBER OF PARTICIPATING CHILDREN: 248

SUMMARY SUBMITTED BY: Leon Sapp, Jr., Superintendent

TITLE I PERSONNEL:	**TEACHERS:**	13	**OTHER PROFESSIONAL:**	1
	AIDES:	13	**OTHER NON-PROFESSIONAL:**	2

ACTIVITIES:	Reading Kindergarten	**SUPPORTIVE SERVICES:**	Clothing Food Health-Dental Health-Medical Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Equipment purchased to implement this program included a reading lab, record players, overhead projectors, 16mm projectors, tape recorders, filmstrip projectors, playground equipment, an opaque projector and duplicating and copying machines.

Supplies and material purchased included paper, pencils, art supplies, readiness books, films, filmstrips, workbooks, music books, first aid supplies, ink, erasers, crayons and games.

The inductive method was used to allow the student to discover his own abilities and learn at his own pace, and to allow him to experience the feeling of his successes. The kindergarten children were exposed to experiences that would ready them for entering school in September 1969.

The impact of the program was evident in the changes of attitudes toward school and changes of behavior patterns of the involved children. The summer programs aided with health and physical improvements and created more interest in the school activities.

NAME OF SYSTEM: Baker County PROJECT NUMBER: 004-004-R69-1

NAME OF PROJECT: Improvement 1968-69 General Curriculum

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $109,407

NUMBER OF PARTICIPATING CHILDREN: 621

SUMMARY SUBMITTED BY: T. A. Rogers, Coordinator

TITLE I PERSONNEL: TEACHERS: 7 OTHER PROFESSIONAL: 3

AIDES: 2 OTHER NON-PROFESSIONAL: 3

ACTIVITIES:
Reading
Mathematics
Music
Science
Vocational Education

SUPPORTIVE SERVICES:
Clothing
Food
Health-Dental
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

The nine Title I programs were vigorously implemented. The in-service course in the teaching of reading was attended by 21 of the Baker County professional personnel, who immediately applied the informal reading inventory, the use of materials selected for the individual students, and the plans for the reading period. Careful attention was given to math for which programmed material had been obtained for use in grades four through seven at East Baker Elementary. The teachers utilized the programmed materials to supplement and strengthen the daily program. The manipulative items were especially effective.

The East Baker Band was supplemented with a tuba horn. The achievement under the band instructor was outstanding. The instructor in science used lab work and individual student investigations. Woodworking, mechanics, and welding were emphasized in the shop with the materials provided by Title I. The students developed skills and experienced satisfaction in these Title I activities.

The Title I meals served at East Baker, West Baker, and Baker County Elementary provided balanced nourishment at noon. These meals enabled these pupils to have more strength and to get more out of the school programs. The clothing purchased through Title I enabled the deprived children to stay in school and to participate more comfortably in school activities.

Screening for the dental program revealed needs which have been met through Title I, thereby bringing greater health and comfort to the pupil and improvement to the school work. The first graders received fluoride treatments. Tests for vision, hearing, immunization, parasites, T.B. skin testing, measurement of weight and height, hemoglobin and nutrition studies have been followed by the indicated treatment whenever possible. A great health advantage has thus been provided these deprived children, helping them become better students and citizens.

NAME OF SYSTEM: Baldwin County PROJECT NUMBER: 005-005-R69-1

NAME OF PROJECT: Reading and Kindergarten

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $100,942

NUMBER OF PARTICIPATING CHILDREN: 1,030

SUMMARY SUBMITTED BY: Lena F. Fuller, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 10 OTHER PROFESSIONAL: 1

AIDES: OTHER NON-PROFESSIONAL: 2

ACTIVITIES:
Cultural Enrichment
English-Reading
Kindergarten

SUPPORTIVE SERVICES:
Attendance
Food
Health-Dental
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

The supportive services were all aimed at keeping the educationally deprived children in school, feeding 500 of them a nutritious lunch each day, and supplying needed dental and eye services to the limit of the available funds.

Improvement of reading was the key activity of the project. Children in the kindergarten programs studied pre-school curriculum for disadvantaged primary children. Special reading classes were held for eighth grade pupils. The reading specialist, with the help of Shared Services personnel, tested children of all grades to find their reading level, and obtained materials on their level and of interest to them for their teacher to use with them. The Scott, Foresman "Open Highways" series proved effective, along with Reader's Digest, SRA and Harr Wagner high-interest booklets and materials.

Art and music were correlated with reading. Cultural enrichment programs were also tied in with reading.

A series of in-service meetings were held. They were geared to improving each teacher's ability to teach reading to all pupils no matter what their reading level.

NAME OF SYSTEM: Baldwin County **PROJECT NUMBER:** 005-005-S69-2

NAME OF PROJECT: Elementary Reading and Secondary Dropout Prevention Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $64,603

NUMBER OF PARTICIPATING CHILDREN: 500

SUMMARY SUBMITTED BY: Lena F. Fuller, Coordinator, Federal Programs

TITLE I PERSONNEL: **TEACHERS:** 34 **OTHER PROFESSIONAL:** 4

AIDES: 1 **OTHER NON-PROFESSIONAL:** 11

ACTIVITIES:
- Art
- Reading
- Math
- Music
- Physical Education/Recreation

SUPPORTIVE SERVICES:
- Food
- Guidance
- Health-Medical
- Transportation
- Student Activities

NARRATIVE DESCRIPTION OF PROJECT:

The elementary reading program was designed to help 400 educationally disadvantaged children, grades four through seven improve their reading ability. The staff was composed of the director, 25 teachers fully certified, one aide, two janitors, one maid and four bus drivers.

The reading level of each child was found, and each was taught in a small group on his level. Varied materials of interest to him were used. Teachers were paired for team teaching. A reading specialist worked in a materials room helping teachers get materials, diagnosing some special reading problems, and using some equipment items like the Language Master with certain pupils.

All children were served milk at the start of the day, and a full, nutritious meal at noon. Transportation was provided for those needing it.

The secondary dropout prevention program was designed to help 100 potential dropouts, students in need of making up a unit of high school work. Subjects offered were English, math or social studies. Each student also had two periods a week of art, music and physical education to widen his horizons, give him the opportunity for creative expression and to lift his image of himself and the school.

The staff consisted of a director, counselor and nine qualified teachers. All were committed to helping these 100 students to see the importance of high school and to find themselves.

Food and transportation services were also available to these students.

NAME OF SYSTEM: Banks County PROJECT NUMBER: 006-006-R69-1

NAME OF PROJECT: Improvement of School Curriculum

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $37,327

NUMBER OF PARTICIPATING CHILDREN: 350

SUMMARY SUBMITTED BY: Dixie M. Pruitt, Director Title I

TITLE I PERSONNEL: TEACHERS: 2 OTHER PROFESSIONAL: 1

AIDES: 6 OTHER NON-PROFESSIONAL: 2

ACTIVITIES: Art
Reading
Music

SUPPORTIVE SERVICES: Library

NARRATIVE DESCRIPTION OF PROJECT:

This project included music, art, reading and library activities.

The music program included chorus and band. In the elementary school art program a teacher aide was supplied, in the classrooms on a schedule of one day per week for each grade. Remedial reading was taught in grades three through seven. The elementary school librarian served three elementary schools on a schedule based on enrollment. Thus, she was at one school two days per week and spent one and one-half days per week at each of the other two schools.

Music materials used included band instruments, choral music, tape recorder, tapes, records and record player. Art materials used included tempera, crayola, papier-mache', newsprint, thread, bottles, jars, egg shells, clay, films, filmstrips and flat pictures. Reading materials included the American Book Company basic series with work text and tests, SRA Reading Laboratories, supplementary readers, library books, curriculum filmstrips, records, tapes, flat pictures, and tape recorders.

Library service materials included shelves, tables, tape recorders, filmstrips, library books, records and record players.

Individual and small-group instruction was given educationally deprived children in all areas of curriculum activities and services. Many audiovisual media were used to introduce, teach and reinforce.

Enrichment experiences in areas in which the educationally deprived are lacking were provided as much and as frequently as possible.

NAME OF SYSTEM: Banks County **PROJECT NUMBER:** 006-006-S69-2

NAME OF PROJECT: Summer Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $18,437

NUMBER OF PARTICIPATING CHILDREN: 225

SUMMARY SUBMITTED BY: Dixie Pruitt, Director of Curriculum

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:**

AIDES: 2 **OTHER NON-PROFESSIONAL:** 6

ACTIVITIES:
Reading
Music - Band
Physical Education/Recreation
Kindergarten

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The professional staff included three kindergarten, two reading, one band, one school music and one physical education public school teachers. All had previous experience in summer programs except the band teacher, who graduated in June, 1969, from the University of Georgia.

Equipment, materials, and supplies included a variety of audiovisual media and equipment resulting in the use of tape recordings, records, filmstrips, television overhead projector, transparencies, flannel boards, band instruments, listening stations, etc. Instructional methods for intensive effort to help the educationally deprived included use of printed materials, laboratory experiences, kindergarten science kits, basic reading materials, programmed reading, SRA Reading Laboratories, library books, art supplies, and materials, music charts, flannel boards.

Instructional methods were varied. After learning by tests, conference and observation what were the greatest needs of these children, real and vicarious experiences were provided. There was much repetition at short and regular intervals, to reinforce retention.

Individual --one to one--, small group and large group experiences and teaching were used.

The impact was great because kindergarten and reading classes also received band, public school music and physical education/recreational experience. The children received two supporting services, food for snack and lunch and bus transportation to and from school centers.

NAME OF SYSTEM: Barnesville City PROJECT NUMBER: 204-085-R69-1

NAME OF PROJECT: Enrichment of Educational Opportunities

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $47,131

NUMBER OF PARTICIPATING CHILDREN: 170

SUMMARY SUBMITTED BY: M. J. Marchman, Superintendent

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL: 0

AIDES: 3 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
- Art
- Business Education
- English-Reading
- Physical Education/Recreation
- Natural Science
- Cultural Enrichment

SUPPORTIVE SERVICES:
- Food
- Library
- Speech Therapy

NARRATIVE DESCRIPTION OF PROJECT:

The objectives of this project were to provide activities and experiences for the deprived or disadvantaged child which they would not otherwise be exposed to and to improve the technique of presentation of certain related subjects through the use of audio and visual aids made available through this project.

In the art program, supplies and materials were made available along with a qualified teacher. This gave all children an opportunity to experience work with various media in expression. Art appreciation is also included with the use of filmstrips of the different periods and the artist. The deprived child became keenly interested and seemed to be assimilated by the group during art instruction.

Of vital significance to our project were constantly used items such as a photocopy machine for producing transparencies for use with the overhead projectors. The photocopy machine was also used to reproduce reading materials for class-size groups. Attractive tables and chairs were purchased in order to provide a pleasing atmosphere for independent reading and listening in our attempt to enrich and build experiences through a free exchange of available books of high interest.

Evaluation and speech and hearing therapy were provided by the Middle Georgia Speech and Hearing Clinic. Correctional therapy is currently underway for individuals with speech impairment. Additional evaluation is scheduled for eight deprived children this spring. Most notable and rewarding to date is the change in attitude of a large eighth grade boy who overcame a halting speech pattern. He now has confidence.

Play situations not experienced before were provided in physical education. Equipment was provided and many benefits resulted.

Teacher aides assisted by taking small groups from the lower grades and giving individual attention to deprived children. Some school lunches were provided to children on a need basis.

NAME OF SYSTEM: Barnesville City **PROJECT NUMBER:** 204-085-S69-1

NAME OF PROJECT: Enrichment of Educational Opportunities with Emphasis on Remedial Work

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $22,307

NUMBER OF PARTICIPATING CHILDREN: 292

SUMMARY SUBMITTED BY: M. J. Marchman, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 9 **OTHER PROFESSIONAL:** 2

AIDES: 3 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
Art
Cultural Enrichment
English-Reading
Mathematics
Physical Education/Recreation
Natural Science

SUPPORTIVE SERVICES: Library

NARRATIVE **DESCRIPTION OF PROJECT:**

The objective of this summer project was to provide remedial work for deprived or disadvantaged lower grade children who had been performing below grade level but exhibited the potential to improve. This was to be accomplished by having a small pupil-teacher ratio and high interest visual and audio aids. Individual attention and assistance was provided.

The subject areas included arithmetic, science and reading. The major emphasis was on reading. In order to promote the change of attitude so necessary among many disadvantaged children, arts and crafts were offered to all age children and also physical education and recreation.

Field trips were planned to such places as the Grant Park Zoo, the High Museum of Art, Fernbank Science Center, the fish hatchery at Warm Springs and the Indian Mounds in Macon. All of these activities were intended to broaden the self concept of individual worth. Each teacher used the vocabulary related to the activity upon return. The teacher acted as a personal guide for those trips.

These activities seemed to be most valuable to our total program of education. They bridged the gap for children who were behind either because of attending an inferior school or being deprived at home--mostly a combination of both. A fringe benefit derived was the self improvement of the individual teacher as he worked with small groups, with time and materials to develop new ideas and aids.

NAME OF SYSTEM: Barrow County PROJECT NUMBER: 007-007-R69-1

NAME OF PROJECT: Basic Improvement in Reading

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $49,050

NUMBER OF PARTICIPATING CHILDREN: 250

SUMMARY SUBMITTED BY: Mrs. Marion B. Tanner, Coordinator Title I

TITLE I PERSONNEL: TEACHERS: 3 OTHER PROFESSIONAL: 1

AIDES: 3 OTHER NON-PROFESSIONAL: 2

ACTIVITIES: English-Reading

SUPPORTIVE SERVICES:
Clothing
Health-Dental
Health-Medical
Library
Psychological

NARRATIVE DESCRIPTION OF PROJECT:

In order that needed materials might be provided, each teacher was asked to make an inventory of reading materials on hand. The first concern was for a sufficient quantity of basic materials and high-interest, low-vocabulary materials to be used with underachievers. Then, a minimal program was begun for enrichment, using books, filmstrips, records and transparencies for (1) above-average readers and (2) reading in content areas.

In-service training programs in reading were conducted by the curriculum director, a book company representative, an audiovisual representative and district reading consultants.

Each teacher of reading also attended demonstration teaching lessons, which encouraged grouping children and wise use of materials. In addition, two in-service sessions on testing were provided for teachers so that they might make wise use of tests. The curriculum director held individual conferences with teachers who administered standardized tests and made suggestions for each group (especially in reading) as to grouping, placement and materials.

Some materials were purchased and placed on a materials bus which traveled to each of the schools. Teachers could check out these materials to use over a period of time.

NAME OF SYSTEM: Barrow County **PROJECT NUMBER:** 007-007-S69-2

NAME OF PROJECT: Improvement in Reading

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $10,360

NUMBER OF PARTICIPATING CHILDREN: 100

SUMMARY SUBMITTED BY: Marion B. Tanner, Curriculum Director

TITLE I PERSONNEL: **TEACHERS:** 3 **OTHER PROFESSIONAL:** 1

AIDES: **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES: English-Reading **SUPPORTIVE SERVICES:** Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Barrow County Title I Summer Project, "Improvement in Reading", employed three qualified teachers to be responsible for the instructional aspects of the program. One full-time coordinator worked in the program to provide leadership in coordinating activities in instruction, materials, in-service, etc. Three part-time janitors were employed to assist in the physical care of the buildings used.

Materials used in the program were selected according to established objectives.

The teachers worked with both individuals and small groups of children. During the in-service that preceded the beginning of this program, teachers planned different methods of working with children in order to meet their needs. Among the methods which were employed were individualized instruction, small group instruction and total group participation (by achievement and interest.)

The materials and methods of instruction employed during this summer experience promoted incentive and interest in the children involved in the program, many of whom came from deprived home backgrounds.

NAME OF SYSTEM: Bartow County PROJECT NUMBER: 008-008-R69-1

NAME OF PROJECT: Academic, Cultural and Welfare Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $137,834

NUMBER OF PARTICIPATING CHILDREN: 1,182

SUMMARY SUBMITTED BY: Carl A. Merrill, Superintendent

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 4

AIDES: 33 OTHER NON-PROFESSIONAL: 10

ACTIVITIES:
Art
English
Music
Physical Education/Recreation
Natural Science

SUPPORTIVE SERVICES:
Clothing
Food
Guidance Counseling

NARRATIVE DESCRIPTION OF PROJECT:

This program included special instruction in language arts utilizing a variety of multi-level printed materials, tapes, filmstrips, charts and audio-aids; an art program which included a variety of instructional activities with several types of media and a circulating art collection made up of reproductions of famous paintings, original items of sculpture, weaving and graphics; music, science and physical education programs which included challenging experiences, additional materials and equipment; lunches and clothing provided for those in need and counseling and guidance on an expanded basis.

Equipment such as a desk, chair and files for the counselor's office, a photocopier and supplies for the office were purchased.

Emphasis was placed on more active participation by students and the use of more individualized approaches in academic areas.

The expected results of this program were: (1) improved attitudes toward school and learning, (2) fewer subject-area failures, absences and dropouts, (3) improved emotional, mental and physical health, and (4) more positive self-image and less social isolation.

NAME OF SYSTEM: Bartow County **PROJECT NUMBER:** 008-008-S69-2

NAME OF PROJECT: Remedial Reading and Math, Social, Nutritional and Cultural Development

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $71,637

NUMBER OF PARTICIPATING CHILDREN: 425

SUMMARY SUBMITTED BY: C. A. Merrill, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 28 **OTHER PROFESSIONAL:** 10

AIDES: 27 **OTHER NON-PROFESSIONAL:** 28

ACTIVITIES:
English-Reading
Mathematics
Music
Special Assistance Program

SUPPORTIVE SERVICES:
Food
Guidance-Counseling
Social Work
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The program for Bartow County schools included instruction in reading, math, secondary English and music. A teacher and an aide worked with groups of 15 pupils. They made use of a wide variety of instructional activities and equipment and designed an individualized type program based on each individual's needs.

A morning snack and a Type A lunch were served daily and transportation provided.

The social work and the guidance program included home visitation, case studies and counseling with evaluative and prescriptive reports. These activities will be carried over into the regular school program.

The results were significant achievement in reading, math and music; expanded social and cultural development; and more positive attitudes toward self and school.

NAME OF SYSTEM: Ben Hill County PROJECT NUMBER: 009-009-R69-1

NAME OF PROJECT: Reading-Kindergarten

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $52,988

NUMBER OF PARTICIPATING CHILDREN: 452

SUMMARY SUBMITTED BY: J. C. Hunter, Superintendent

TITLE I PERSONNEL: TEACHERS: 2 OTHER PROFESSIONAL:

AIDES: 8 OTHER NON-PROFESSIONAL:

ACTIVITIES: English-Reading
Kindergarten

SUPPORTIVE SERVICES: Food
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The equipment used in the regular Title I program was purchased previously for other Title I programs. Supplies used included supplementary books, charts, filmstrips, records, transparencies, tapes, reusable workbooks, programmed materials, testing materials, multi-sensory teaching aids, mimeograph paper, duplicator stencils and overhead projector supplies.

Some of the special methods of instruction used were word attack (phonics and use of content), comprehension, oral reading and word meaning (use of the dictionary). The instruction in English-Reading and the kindergarten helped the slow and non-readers and exposed the children to the outside world. All of these students were from low-income families and were educationally deprived.

NAME OF SYSTEM: Ben Hill County **PROJECT NUMBER:** 009-009-S69-2

NAME OF PROJECT: Summer Improvement and Enrichment Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $11,414

NUMBER OF PARTICIPATING CHILDREN: 60

SUMMARY SUBMITTED BY: J. C. Hunter, Superintendent

TITLE I **PERSONNEL:**	**TEACHERS:**	4	**OTHER PROFESSIONAL:**	1
	AIDES:	4	**OTHER NON-PROFESSIONAL:**	

ACTIVITIES:
English-Reading
Physical Education

SUPPORTIVE SERVICES:
Food
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer program included reading, library service, physical education, food service and transportation. The sixty students participating read below grade level. The Title I program was designed to meet the needs through special classes for improving reading performance, performance on standardized tests, lengthening attention spans of participants, and providing successful experiences for slow or poor readers. The physical education activity was set up to improve the strength, endurance and agility of the children. According to test results and teacher opinion, the use of the library helped stimulate an interest in the students to do more reading. The library service was designed to help students do assignments in reading and creative writing they otherwise would not have done at home due to lack of materials. Transportation and food service were provided because these students came from low income families and many did not have means of transportation or ability to have a balanced diet daily.

Professionally trained teachers in reading were employed along with experienced aides to teach reading. Word attack comprehension, oral reading and word meaning were methods of instruction used in the program. There were four reading classes with fifteen students per class engaged in corrective reading.

In physical education there was one professionally certified teacher and one experienced aide. The students worked in groups of ten pupils. Part of the class time was used for exercises to increase endurance and strength and part was used to learn games for individual and team participation.

The 16mm projector, SRA Laboratories, Sights and Sounds book-record-tape units, and a large variety of physical education material played an integral part in the instructional program.

NAME OF SYSTEM: Berrien County **PROJECT NUMBER:** 010-010-R69-1

NAME OF PROJECT: Better Educational Instruction

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED **FOR THIS PROJECT:** $173,731

NUMBER OF PARTICIPATING CHILDREN: 820

SUMMARY SUBMITTED BY: Mr. Blake R. Drawdy, Coordinator

TITLE I PERSONNEL:	**TEACHERS:**	9	**OTHER PROFESSIONAL:**	1
	AIDES:	15	**OTHER NON-PROFESSIONAL:**	9

ACTIVITIES:
English-Reading
Social Science
Music
Art

SUPPORTIVE SERVICES: Food

NARRATIVE **DESCRIPTION OF PROJECT:**

Nine teachers and fifteen teacher aides were employed to give special classes in English-Reading and Social Science. These programs were designed to give more instruction and individual attention to the deprived students.

The reading program had one electronic reading lab, seven controlled readers, SRA reading labs, record players, etc., and supplementary materials and supplies for these special students.

The social science program had two teachers, projectors, record players and other supplementary materials and slides for instruction.

Each of the programs provided special instruction and better general classroom instruction for deprived students.

Tests and other evaluations indicate that the deprived students had an above-normal advancement in educational and social achievement.

NAME OF SYSTEM: Berrien County **PROJECT NUMBER:** 110-110-S69-2

NAME OF PROJECT: Enrichment Program for Grades K-8 with Emphasis on English, Reading, Math and Readiness program for Pre-schoolers.

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $55,419

NUMBER OF PARTICIPATING CHILDREN: 456

SUMMARY SUBMITTED BY: Blake Drawdy, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 27 **OTHER PROFESSIONAL:** 1

AIDES: 28 **OTHER NON-PROFESSIONAL:** 17

ACTIVITIES: English-Reading
Mathematics

SUPPORTIVE SERVICES: Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer school program was an enrichment program in the subject areas of English-reading and mathematics in levels K-8. Food and transportation were supportive services.

The school day began at 8 a.m. for the 27 teachers and 28 aides and ended at 2 p.m. It began at 8:30 a.m. for the 456 students and ended at 1:30 p.m. Beginning and ending dates for teachers and aides were June 11 - July 30, 1969. The students began June 16 and ended July 28.

All new texts and materials were purchased. The students used approximately half their time in each subject area and were grouped according to their achievement level and not according to their grade level. This level was determined by achievement test scores recorded during the regular term.

Present equipment was used along with the new materials.

The student teacher ratio was approximately 16:1. This allowed more individual student instruction.

Each deprived student was expected to show a definite increase in achievement during the summer and especially in the 1969 school term.

NAME OF SYSTEM: Bibb County PROJECT NUMBER: 011-011-R69-1

NAME OF PROJECT: Educational Progress 1969

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $837,500

NUMBER OF PARTICIPATING CHILDREN: 15,014

SUMMARY SUBMITTED BY: Robert J. Cramer, Director of Federal Programs

TITLE I PERSONNEL:	TEACHERS:	80	OTHER PROFESSIONAL:	44
	AIDES:	77	OTHER NON-PROFESSIONAL:	110

ACTIVITIES:	Reading Special Activities for Handicapped Pre-Kindergarten Materials Center	SUPPORTIVE SERVICES:	Food Services Services to Homes for Children

NARRATIVE DESCRIPTION OF PROJECT:

Bibb County's Title I program, "Educational Progress 1969," was implemented in five areas, including remedial reading, a pre-vocational program, a school lunch program, services to homes for neglected children, and the Instructional Materials Center, which served as the focal point for the activities.

The Center provided services, supplies, audiovisual equipment and instructional materials to 40 target-area schools. Center facilities included a fully-equipped audiovisual laboratory, an art center, a film and filmstrip library, tape duplicating and test scoring services, ETV equipment and scheduled delivery to all participating schools. Approximately 600 teachers participated in regular in-service programs at the Center and at least 600 more attended informal demonstrations and lectures during afternoon visits to the Center. Center records indicate that teacher utilization of new media has increased dramatically during the past three years and a locally devised attitude survey revealed a high acceptance of the Center by area teachers.

While gains in achievement by target-area students may not have been spectacular, results of standardized tests recently administered to the fourth-and sixth-grade target groups revealed an average gain of five months in obtained versus expected scores* when compared with the same group two years ago.

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*using I.Q. scores and norms provided by the publisher

NAME OF SYSTEM: Bibb County **PROJECT NUMBER:** 011-011-S69-2

NAME OF PROJECT: Summer Learning Adventures 1969

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $326,769

NUMBER OF PARTICIPATING CHILDREN: 2,945

SUMMARY SUBMITTED BY: Len W. George, Title I Summer Evaluator

TITLE I PERSONNEL: **TEACHERS:** 126 **OTHER PROFESSIONAL:** 49

AIDES: 32 **OTHER NON-PROFESSIONAL:** 41

ACTIVITIES:
- Art Workshop
- Business Education
  High School
- English-Reading
- English-Speech
- English-Other Arts
- Pre-Kindergarten -
  Kindergarten
- Instructional Materials
  Center
- Math - Elementary - High School
- Physical Education
- Natural Science
  High School
- Social Science
  High School
- Activities for Handicapped

SUPPORTIVE SERVICES:
- Food
- Health-Dental
- Health-Medical
- Library
- Social Work
- Transportation
- Neglected Home
  Children

NARRATIVE DESCRIPTION OF PROJECT:

Summer Learning Adventures 1969 was a program designed to reduce and prevent the effects of cultural deprivation and racial isolation through recreation and academic achievement. It was hoped that through this programmed instruction and encouraged parental involvement the impact of the program would be significantly prolonged and its successes would enable the participants to eventually assimilate themselves into the mainstream of the society. Involved in the program were 126 teachers, 32 aides, 49 professionals such as librarians, counselors and social workers and 41 non-professionals.

Extensive use of teaching aids and special methods of instruction was made in all the programs mentioned above. Various standardized group and individual tests were used to assess the value of the programs and to identify special problem areas needing further improvement. The teachers grouped the children according to their abilities and needs. Individual instruction was stressed and wherever possible the teacher-pupil ratio was lowered. The media approach to teaching was used in many of the programs and extensive use of films and various audiovisual devices to provide vicarious experiences for these culturally deprived children was found to be helpful.

The nutrition program encouraged parental involvement by providing a meal and economical tips once every two weeks.

NAME OF SYSTEM: Bleckley County PROJECT NUMBER: 012-012-R69-1

NAME OF PROJECT: Library, English-Reading, Health-Physical Education, Food Service

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $56,137

NUMBER OF PARTICIPATING CHILDREN: 415

SUMMARY SUBMITTED BY: Victor R. Myrick, Project Coordinator

TITLE I PERSONNEL: TEACHERS: 3 OTHER PROFESSIONAL: 2

AIDES: 4 OTHER NON-PROFESSIONAL: 3

ACTIVITIES: English-Reading
Physical Education/Recreation

SUPPORTIVE SERVICES: Food
Library

NARRATIVE DESCRIPTION OF PROJECT:

The English-Reading activity was used with one group of first and second grade children and one group of older elementary children. Individual and small-group instruction was used. Reading readiness and remedial work was done in grades one and two and remedial work was done in the upper elementary grades. Reading materials on each child's level were used.

The library stressed reading for both pleasure and for fact-finding. Books for both purposes were provided on many reading levels with a librarian to give guidance and assistance.

The health-physical education activity was set up to give instruction in good health habits and to provide for participation in many types of games and physical activities. Activities included both quiet and active games.

Food service supplied a balanced meal for children who otherwise would have had little or no lunch. This meal met not only the physical needs but also helped meet emotional needs as well. Learning was promoted because a hungry child cannot learn.

NAME OF SYSTEM: Brantley County **PROJECT NUMBER:** 013-013-R69-1

NAME OF PROJECT: Language Arts, Industrial Arts and Crafts

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $58,056

NUMBER OF PARTICIPATING CHILDREN: 564

SUMMARY SUBMITTED BY: Ruth D. Davis, Assistant Project Director

TITLE I PERSONNEL: **TEACHERS:** 5 **OTHER PROFESSIONAL:** 2

AIDES: 9 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES: Language Arts
Arts and Crafts
Industrial Arts

SUPPORTIVE SERVICES: Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

There were approximately 414 upper elementary children located in the project area, which was predominantly rural. These students were involved in the language arts and the arts and crafts activities. These children had been screened through the use of tests, students' records, guidance information and teacher opinions. They were found to have low occupational and educational aspirations, poor verbal skills and a record of poor classroom performance in language arts. They had a negative attitude toward education and school.

Special efforts were made to improve their achievement in grammar, speech and communication in general. Teachers to work with these students were carefully chosen because of their understanding of and ability to work with deprived children. All materials and equipment of the Materials Center were available to these teachers at all times.

In arts and crafts and industrial arts the teachers emphasized group participation as well as individual achievement. The industrial arts was a new project in the high school and was taught by an instructor just out of college. He had new, modern equipment, and students loved the work. There were fewer dropouts during the year.

NAME OF SYSTEM: Brantley County **PROJECT NUMBER:** 013-013-S69-2

NAME OF PROJECT: Remedial Reading and Math and Kindergarten

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $12,505

NUMBER OF PARTICIPATING CHILDREN: 220

SUMMARY SUBMITTED BY: Mable R. Moody, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 11 **OTHER PROFESSIONAL:**

AIDES: 1 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
Kindergarten
Reading
Math

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Brantley County's summer program was designed for 220 deprived children who needed orientation to school or additional reinforcement for the regular school program.

A kindergarten in each of the two elementary schools was provided for the deprived children who would enter regular school September 1969. An organized program in readiness was presented each day in both schools. The children had opportunities to play and associate with others. Through group activities they learned to share, to become familiar with school facilities and to be away from parents. All materials and equipment were furnished, including puzzles, games, animals, books, color charts, etc. A music period was provided. Story hour acquainted the child with story-book characters and trained him to listen. Small groups permitted the teacher to give each child individual attention.

The reading program included those children in grades 4 through 7 who were experiencing reading difficulties. The Macmillan reading series, the Decoding records of the Macmillan Company and the S. R. A. reading kits were used in each school. The best reading teachers in the school system were employed to teach small groups of not more than 15 students per period. Small groups enabled the teachers to give each child personal help and supervision.

Records indicated that students with reading problems usually had mathematic problems. A course was offered to these students in grades 4 through 7 to do special work designed to bring them up to achievement expectancy level. Small groups received individual help and guidance from competent teachers. Several different types of materials were used according to the individual's problems.

NAME OF SYSTEM: Bremen City **PROJECT NUMBER:** 071-205-R69-1

NAME OF PROJECT: Cultural Enrichment Through Music and Art

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $15,967

NUMBER OF PARTICIPATING CHILDREN: 180

SUMMARY SUBMITTED BY: H. A. Jones, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 1 **OTHER PROFESSIONAL:**

AIDES: 3 **OTHER NON-PROFESSIONAL:**

ACTIVITIES: Art
Music

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Students were selected from grades three through twelve to participate in the art project.

Each child learned to appreciate his own work and the work of others and developed an aesthetic appreciation for the beauty of his surroundings and nature.

Equipment and materials included: storage and display items, news print, films, library books, manila paper, palettes, finger paint paper, brushes, paper for ink, scissors, paste, pencils, 2B, 3B, HB, and ebony, colored chalk and pastels, pen staffs, ink, brushs, linoleum block, lettering, moving print, monoprinting, repeat designs, tempera paints used as water color. The children drew forms and still life and did finger or brushless painting. Every picture was mounted.

A music teacher was employed to teach a class of general type music in high school, and give classroom instruction in music in the elementary school.

A wide variety of instructional materials were used including phonograph records, pre-recorded tapes, flash cards, portraits of composers, maps, film-strips, as well as the appropriate song books and text books.

Elementary boys and girls were taught the rudiments of reading music, rhythmic activities appropriate for each grade level, many songs, and basic musical structure.

In high school classes the structure of music, stylistic periods, forms of music and historical surveys were some of the units taught.

NAME OF PROJECT: Bryan County PROJECT NUMBER: 015-015-R69-1

NAME OF SYSTEM: Reading, Mathematics and Business Education

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $68,551

NUMBER OF PARTICIPATING CHILDREN: 859

SUMMARY SUBMITTED BY: Leon Dingle, Coordinator

TITLE I PERSONNEL: TEACHERS: 2 OTHER PROFESSIONAL: 6

AIDES: 19 OTHER NON-PROFESSIONAL: 3

ACTIVITIES:
Business Education
English-Reading
Mathematics

SUPPORTIVE SERVICES:
Attendance
Food
Library
Curriculum Center

NARRATIVE DESCRIPTION OF PROJECT:

Title I funds in Bryan County were used to provide teachers' aides in each of the activities mentioned above. The teachers' aides were trained to use audio-visual equipment, thus giving the teachers more time to do individualized teaching.

Consumable materials such as paper, pencils, crayons, stencils, newspapers, etc., have been purchased under Title I. Equipment such as blackout curtains, typewriters, calculators and ditto machines were also purchased as part of this program.

Average daily attendance was greatly improved by the food and attendance activities. In some of the schools the lunchroom participation improved as much as 30 percent. More library reading was done by students and the number of library books per child was increased from three books to about six books per child through Title I and Title II.

Grades one through eight were departmentalized during the year. The best qualified teachers were assigned to teach certain subjects to more than one grade. In the areas of reading and mathematics, most of the teachers were assigned a teacher's aide.

There is evidence that the program was of great benefit to the children from low-income families.

NAME OF SYSTEM: Bryan County PROJECT NUMBER: 015-015-S69-2

NAME OF PROJECT: Remedial Reading and Physical Education

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $45,091

NUMBER OF PARTICIPATING CHILDREN: 410

SUMMARY SUBMITTED BY: Leon Dingle, County Coordinator

TITLE I PERSONNEL: TEACHERS: 13 OTHER PROFESSIONAL: 7

AIDES: 11 OTHER NON-PROFESSIONAL: 10

ACTIVITIES:
English-Reading
Physical Education/Recreation

SUPPORTIVE SERVICES:
Food Service
Library
Transportation
Educational Tours

NARRATIVE DESCRIPTION OF PROJECT:

The Title I summer project in Bryan County included remedial reading for students in grades one through five. Eight reading teachers and eight teacher aides were employed for the program in reading. Consumable supplies were purchased as a part of this program. Reading equipment was also purchased including tachistoscopes and a copying machine. Such equipment as overhead projectors, filmstrip projectors and movie projectors were also used. Modern teaching methods were used in connection with this project.

The physical education project was provided for students in grades one through five. Three physical education teachers were employed. The program included outdoor activities for the students involved. A limited amount of playground equipment such as horizontal ladders and merry-go-rounds was purchased as a part of the program. Materials such as balls, bats and games were also purchased.

The food service project provided a daily snack for approximately 410 children. Three lunchroom aides were employed to assist the regularly employed lunchroom personnel in preparing the daily snack. Consumable materials and equipment were not a part of this project.

Library service was also provided for students in grades one through five. Two librarians were employed to staff two libraries in the county. Equipment was not purchased as a part of this project.

Transportation was provided for all students who lived more than a mile and a half away from the school. Transportation was also provided for the educational tours in the project. Seven bus drivers were employed to provide these transportation services.

NAME OF SYSTEM: Buford City PROJECT NUMBER: 067-206-S69-2

NAME OF PROJECT: Improving Instructions

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $19,293

NUMBER OF PARTICIPATING CHILDREN: 230

SUMMARY SUBMITTED BY: Frank Wiley, Coordinator

TITLE I PERSONNEL: TEACHERS: 12 OTHER PROFESSIONAL: 1

AIDES: 4 OTHER NON-PROFESSIONAL: 5

ACTIVITIES:
Business Education
English-Reading
Mathematics
Physical Education
Natural Science
Social Studies
Preschool

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

This program provided for the improving of instructions in seven educational areas: business education, English-reading, preschool, mathematics, physical education, natural science and social studies. The staff was composed of twelve teachers, four teacher aides, one administrator and five non-professional. State consultants were available for each academic area for the purpose of providing in-service training.

The equipment used in the program included tape recorder, record player, tapes, language master, percepta-matic, weight sets, typewriters, filmstrips and projectors, 16mm projector, and microscopes.

From teacher observations and conversations with the students, it appeared there was an awareness of the improved innovations in this program. There also appeared to be sincere concern on the part of parents and interested persons in the community about the program.

There was visual evidence of a change in the behavioral patterns of these educationally deprived children who needed more individualized instructions during the regular school term. This program was especially designed to provide more individualized instructions and bring about a better pupil-teacher relationship.

NAME OF SYSTEM: Butts County PROJECT NUMBER: 018-018-R69-1

NAME OF PROJECT: Enrichment of Language Arts

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $82,490

NUMBER OF PARTICIPATING CHILDREN: 667

SUMMARY SUBMITTED BY: N. D. Gibson, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 0 OTHER PROFESSIONAL: 5

AIDES: 15 OTHER NON-PROFESSIONAL: 1

ACTIVITIES: Art
English-Reading

SUPPORTIVE SERVICES: Attendance
Food
Community Services

NARRATIVE DESCRIPTION OF PROJECT:

The project attempted to improve education of the disadvantaged youth in the school system through a concentrated language arts program which focused on reading and was supported by limited programs in art, attendance, food and community services.

Special emphasis was placed on the proper use and training of personnel. Fifteen full-time teacher aides were utilized, one for each first and second grade teacher each day until lunch. These same aides worked with grades three through five in the afternoons. Three aides were assigned full time to the high school reading teachers.

The program stressed in-service training. All aides and teachers attended one hour of in-service training each week. The theme of the in-service training this year was the study of transformational grammar.

NAME OF SYSTEM: Butts County **PROJECT NUMBER:** 018-018-S69-2

NAME OF PROJECT: English-Reading

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $26,912

NUMBER OF PARTICIPATING CHILDREN: 150

SUMMARY SUBMITTED BY: N. D. Gibson, Title I Coordinator

TITLE I **PERSONNEL:** **TEACHERS:** 15 **OTHER PROFESSIONAL:** 1

AIDES: 15 **OTHER NON-PROFESSIONAL:** 6

ACTIVITIES: Reading **SUPPORTIVE SERVICES:** Food
Transportation

NARRATIVE **DESCRIPTION OF PROJECT:**

This summer program was designed to meet the needs of a selected group of students, grades two through five, who were critically deficient in reading. Test scores and teacher recommendations were used to select 150 children to receive concentrated attention from 15 teachers and 15 teacher aides for a period of four weeks.

Prior to the arrival of the students, teachers and teacher aides jointly received a concentrated two-weeks in-service program designed to prepare them to meet the needs of the children. A similar program last year included first and second grade teachers; the program this year benefited third, fourth and fifth grade teachers. Teacher aides chosen were those who would work with the children during the coming school year.

Students attended classes for four hours each day. Teachers and teacher aides had a two-hour, in-service session after the children left to further their training, discuss the day's activities and plan the next day's activities.

The seventh week was devoted to in-service training and preparation of a summary of the summer's work.

NAME OF SYSTEM: Calhoun City PROJECT NUMBER: 064-207-R69-1

NAME OF PROJECT: Curriculum Enrichment

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $15,119

NUMBER OF PARTICIPATING CHILDREN: 2,000

SUMMARY SUBMITTED BY: G. V. Cate, Superintendent

TITLE I PERSONNEL: TEACHERS: 1 OTHER PROFESSIONAL:

AIDES: 5 OTHER NON-PROFESSIONAL:

ACTIVITIES: Physical Education
Other Services

SUPPORTIVE SERVICES: Clerical

NARRATIVE DESCRIPTION OF PROJECT:

Because of the amount of Title I funds allocated to the system, all persons concerned thought it wise to use these funds to employ supportive clerical help for teachers and principals in the Title I schools, so that teachers might have more time to help the educationally deprived.

Also a certified physical education teacher divided his time between two schools so that regular teachers might have more time to plan, counsel and teach smaller groups of pupils.

NAME OF SYSTEM: Calhoun City **PROJECT NUMBER:** 207-046-S69-2

NAME OF PROJECT: Curriculum Enrichment

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $3,542

NUMBER OF PARTICIPATING CHILDREN: 110

SUMMARY SUBMITTED BY: G. V. Cate, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 5 **OTHER PROFESSIONAL:** 0

AIDES: 0 **OTHER NON-PROFESSIONAL:** 0

ACTIVITIES: English-Reading
Physical Education

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Two elementary reading teachers for grades one and two, two middle grade certificated principals to instruct in grades five through eight, and one certificated physical education instructor to rotate to all participants during the day, were employed to carry out this summer program.

Normal reading instructional materials and books plus Reading Kits were used; equipment such as playground balls, volley balls, skip ropes, softballs and softball bats were used in the physical education program.

Classes for reading were very small, with a ratio of 10 or 12 pupils to one teacher, maintained so that individual attention would be more readily available. Four reading groups were instructed by two teachers.

The President's Program on Physical Fitness served as basic instruction in the physical education program.

Results of tests given at the beginning of the program (both standardized and teacher tests) were compared with results of tests given at the end of the program session.

NAME OF SYSTEM: Carroll County PROJECT NUMBER: 022-022-R69-1

NAME OF PROJECT: Remedial Instruction

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $204,177

NUMBER OF PARTICIPATING CHILDREN: 1,198

SUMMARY SUBMITTED BY: J. C. Williamson, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 13 OTHER PROFESSIONAL: 1

AIDES: 28 OTHER NON-PROFESSIONAL: 14

ACTIVITIES:
- Art
- English-Reading
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Health-Dental
- Health-Medical
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Eleven kindergarten classes were operated for approximately 300 five-year-old economically and educationally deprived children. A teacher and a teacher's aide were assigned to each class. The length of the school day was four hours (8:30-12:30) and the kindergarten year was the same as the regular school year. The children were provided transportation, snacks, and limited medical and dental care. The children participated in activities primarily designed to improve communication skills, readiness backgrounds and social skills.

A reading specialist, an art specialist, eleven teacher aides, and the kindergarten personnel for the remainder of the school day (12:30-3:30), used highly motivational supplementary materials and techniques to provide better and more individualized reading and art instruction for economically and educationally deprived children in need of such instruction. The reading specialist also provided 120 selected fourth-grade children who had "hard-core" reading difficulties with special remedial classes conducted in a custom-equipped mobile reading classroom.

NAME OF SYSTEM: Carroll County PROJECT NUMBER: 022-022-S69-2

NAME OF PROJECT: Remedial and Enrichment Summer School

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $43,980

NUMBER OF PARTICIPATING CHILDREN: 400

SUMMARY SUBMITTED BY: J. A. Williamson, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 30 OTHER PROFESSIONAL: 4

AIDES: 12 OTHER NON-PROFESSIONAL: 18

ACTIVITIES:
Art
English-Reading
Mathematics
Music
Physical Education

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

A remedial and enrichment summer school was conducted for approximately 400 under-achieving second through sixth grade pupils. The pupils participating had grade point averages for the 1968-69 school year between 50 and 80, and were identified as under-achieving pupils by their teachers.

The intent of this project was to help improve the educational achievement of the selected pupils through the use of highly motivational techniques and methods of instruction. The traditional textbook approach, homework and assignments and tests for the purpose of grading children were not permitted.

The teachers and aides made extensive use of a variety of new and supplementary instructional materials to provide the children with refreshing, enriching and motivational educational experiences and activities.

Ten teachers and a librarian were employed at each summer school site. Two teachers were assigned to team-teach in each of the following areas: reading, mathematics, arts and crafts, music and physical development. Four teacher aides were employed for each site and assigned to work under the supervision of the teachers in all areas except physical development.

The length of the school day was four hours, and the length of the summer school was four weeks. The children were provided with mid-morning snacks and, if needed, bus transportation.

The under-achieving children benefited greatly from the "Hawthorne Effect" of a little extra attention, and the opportunity to exert leadership without the domineering influence of average and high achieving children.

NAME OF SYSTEM: Carrollton City **PROJECT NUMBER:** 209-022-R69-1

NAME OF PROJECT: Enriched Learning Experiences

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $66,931

NUMBER OF PARTICIPATING CHILDREN: 911

SUMMARY SUBMITTED BY: J. H. Newell, Coordinator

TITLE I PERSONNEL:	**TEACHERS:**	4	**OTHER PROFESSIONAL:**	2
	AIDES:	1	**OTHER NON-PROFESSIONAL:**	2

ACTIVITIES:	English-Reading English-Other Language Arts Music Special Activities for Handicapped	**SUPPORTIVE SERVICES:**	Attendance Library Teacher Aide/Clerk

NARRATIVE DESCRIPTION OF PROJECT:

This project provided enriched learning experiences for disadvantaged children in Carrollton. The project was teacher-oriented, and provided enriched learning experiences which the disadvantaged children could not have received under the regular instructional program.

The project had a most favorable impact on children and teachers. The program effected definite changes in attitude about school attendance and learning and has made learning more enjoyable for all concerned. The program should be a great factor in lowering the dropout rate among the disadvantaged and in decreasing grade failures for these children and the culturally deprived alike.

NAME OF SYSTEM: Carrollton City **PROJECT NUMBER:** 209-022-S69-2

NAME OF PROJECT: Summer School Remedial Learning

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $14,645

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: H. M. Fulbright, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 11 **OTHER PROFESSIONAL:** 3

AIDES: 2 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
- English-Reading
- English-Other
- Mathematics
- Physical Education/Recreation
- Natural Science
- Social Science

SUPPORTIVE SERVICES:
- Food
- Library

NARRATIVE DESCRIPTION OF PROJECT:

This was a summer remedial program designed to upgrade levels of achievement in the above areas for those students who were failing a grade or a subject or were borderline cases. These children were educationally disadvantaged and most were from economically deprived homes. It was hoped that this program would enable most of them to catch up with their peers in school work so that when they returned for the regular term in the fall they would have a better chance of success.

Teaching supplies were used to fit the needs and special materials were used to make the work more interesting and understandable. No equipment was needed for this project.

NAME OF SYSTEM: Cartersville City PROJECT NUMBER: 008-210-R69-1

NAME OF PROJECT: Enrichment of Educational Opportunity

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $39,612

NUMBER OF PARTICIPATING CHILDREN: 575

SUMMARY SUBMITTED BY: Earl Farmer, Coordinator, P. L. 89-10, Title I

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 2

AIDES: 0 OTHER NON-PROFESSIONAL: 0

ACTIVITIES: English-Reading
Physical Education/Recreation

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The English-Reading program utilized individual techniques which enabled a participant to advance at his own speed. Individual booths, tables and various electronic aids were used to assist instructors in providing individual instruction. Records have indicated progress in this program.

The physical education recreation program was designed to allow underprivileged children to excel. We feel that many children have benefited through this program.

NAME OF SYSTEM: Cartersville City **PROJECT NUMBER:** 008-210-S69-2

NAME OF PROJECT: Enrichment of Educational Opportunity

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $12,622

NUMBER OF PARTICIPATING CHILDREN: 60

SUMMARY SUBMITTED BY: Earl Farmer, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:** 2

AIDES: **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
English-Reading
Industrial Arts
Mathematics
Physical Education/Recreation
Natural Science

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The staff employed by the Cartersville School Board to conduct a remedial summer school program included professionally certified instructors in the subject areas specified in the project.

Equipment used was that which was acquired previously under Title I ESEA.

Methods of instruction were on the order of lecturing and note taking with prime emphasis being placed on individual instruction with a teacher-pupil ratio considerably lower than a regular class situation.

The program's impact on educationally deprived children was money well spent, as the participants were given an opportunity to better themselves in areas where deficiencies existed.

NAME OF SYSTEM: Catoosa County PROJECT NUMBER: 023-023-R69-1

NAME OF PROJECT: Reading and Instructional Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $75,856

NUMBER OF PARTICIPATING CHILDREN: 1,788

SUMMARY SUBMITTED BY: William W. Ware, Superintendent

TITLE I PERSONNEL: TEACHERS:		OTHER PROFESSIONAL:	4
AIDES:	25	OTHER NON-PROFESSIONAL:	1

ACTIVITIES:	Art English-Reading Class for children with learning problems	SUPPORTIVE SERVICES:	Clothing Food Guidance and Counseling Transportation Tutoring

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to improve instruction in the schools of this system by providing activities and services in the areas of reading, art, food, clothing, guidance, transportation and tutoring.

The art activity required the purchase of kilns, potter's wheels, looms and consumable supplies for implementation. Consumable supplies were purchased for other activities but equipment was not necessary for their implementation.

The services were designed to improve attitudes toward school and school attendance. Food and transportation were provided for children enrolled in T.M.R. classes in another school system. Clothing was provided to economically deprived children in all county schools.

Guidance services were made available in all elementary schools to assist educationally deprived children through testing, group and individual counseling, parent conferences and consultations for making referrals to other community agencies.

The expected results of these services and activities are increased achievement in academic areas, improved school attendance, changes in attitudes and self-images, and students who are better prepared to adjust to their environment.

NAME OF SYSTEM: Catoosa County PROJECT NUMBER: 023-023-S69-2

NAME OF PROJECT: Kindergarten and Instructional Improvement

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $22,691

NUMBER OF PARTICIPATING CHILDREN: 1,187

SUMMARY SUBMITTED BY: Richard E. Clark, Federal Projects Coordinator

TITLE I PERSONNEL: TEACHERS: 16 OTHER PROFESSIONAL: 0

AIDES: 12 OTHER NON-PROFESSIONAL: 4

ACTIVITIES:
English-Reading
Recreation
Kindergarten

SUPPORTIVE SERVICES:
Food
Guidance
Transportation
Maintenance

NARRATIVE DESCRIPTION OF PROJECT:

The Catoosa County summer program was designed to assist educationally deprived children with emphasis on preschool orientation, remedial reading, guidance and recreational activities. The implementation of these activities did not necessitate the purchase of equipment, however funds were budgeted to provide consumable supplies for kindergarten and remedial reading activities. The services that enhanced the above programs were transportation, food and maintenance and they were limited to those activities in the elementary schools.

Reading instruction concentrated on easing the transition from home to school and stressed readiness activities to assist the regular classroom teachers in the fall.

Guidance services were offered in each high school to provide orientation, program planning and personal-social counseling to educationally deprived students who will be entering the ninth grade in fall 1969, and to any dropout who wished to take advantage of the program.

In view of the emphasis recently placed on keeping the school's recreational facilities open during the summer months, each high school employed the services of a recreational supervisor. This person conducted and supervised activities for which there was a demand and for which facilities and equipment were available.

The range of experiences offered to the students should enable them to improve their performance during the regular term, ease the transition from home to school and from school to school, and to develop physically by utilizing their leisure time for wholesome recreational activities.

NAME OF SYSTEM: Charlton County PROJECT NUMBER: 024-024-R69-1

NAME OF PROJECT: Academic, Cultural, Social and Physical Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $40,192

NUMBER OF PARTICIPATING CHILDREN: 205

SUMMARY SUBMITTED BY: Sidney B. Horne, Title I Coordinator

TITLE I PERSONNEL:	TEACHERS:	2	OTHER PROFESSIONAL:	1
	AIDES:	0	OTHER NON-PROFESSIONAL:	6

ACTIVITIES:	Art English-Reading Physical Education/Recreation	SUPPORTIVE SERVICES:	Attendance Food Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

This program was designed to bring to the participating underprivileged children experiences for academic, cultural, social and physical improvement.

An art tutor was employed to work with teachers and children at all schools to provide an improved cultural experience. A certified teacher was employed to work with children in the area of remedial reading at two schools. Physical education and recreation were taught by a certified teacher at one school.

As supportive services the program provided a full-time attendance worker, free lunches for 100 children daily and an instructional materials center to serve the teachers.

Funds were used to purchase instructional supplies for the services offered as well as for equipment and materials to support the services. The materials center houses both materials and equipment and will continue such services with expansion as additional funds are available.

The remaining personnel included a part-time coordinator, a part-time clerical worker and one full-time clerical worker at the materials center.

NAME OF SYSTEM: Chatham County PROJECT NUMBER: 025-025-R69-1

NAME OF PROJECT: Reading and Tutorial Compensatory Education Project

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $566,325

NUMBER OF PARTICIPATING CHILDREN: 2,397

SUMMARY SUBMITTED BY: Thord M. Marshall, Superintendent

TITLE I PERSONNEL: TEACHERS: 99 OTHER PROFESSIONAL: 34

AIDES: 0 OTHER NON-PROFESSIONAL: 91

ACTIVITIES:
- English-Reading
- Tutorial

SUPPORTIVE SERVICES:
- Attendance
- Food
- Guidance
  - Counseling
- Library
- Psychological
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project was a consolidation of several smaller projects this year. The project had five academic avenues of attack on the problems confronting the disadvantaged. The phrases were (1) a primary corrective reading activity for approximately 861 third and fourth grade students during the regular school day; (2) a corrective reading activity at the Harris Reading Center for approximately 330 seventh grade students during the school day; (3) an after-school tutorial and supervised study activity offering tutorial assistance for approximately 980 children in grades 5 through 12; (4) an evening tutorial and supervised study activity for approximately 96 children residing in Institutions for the Neglected; and (5) a Crisis Teacher activity for approximately 150 children who had been suspended from school because of behaviorial problems or because of pregnancy and who received instruction in regular school subjects and earned carnegie units and/or promotion to the next grade level.

Both of the reading activities served students who had failed to make satisfactory progress in the developmental reading program but who had the ability to achieve at a higher rate than they were then achieving. Both activities used an individual and/or small group, multi-sensory approach with up-to-date remedial reading material. Students in the primary reading activity participated approximately one hour per day for one semester at their home school. Students in the seventh grade reading activity were transported to the Harris Reading Center for approximately two and a half hours per day for the entire school year.

Through the comprehensive approach outlined above the impact of Title I on the disadvantaged was most visible in the regular classroom performance of the children participating in the program. This result was determined by classroom teacher observation and by a comparison of grades the children received each grading period during the tutorial activity.

NAME OF SYSTEM: Chatham County PROJECT NUMBER: 025-025-S69-2

NAME OF PROJECT: Summer Compensatory Education Project

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $643,949

NUMBER OF PARTICIPATING CHILDREN: 4,166

SUMMARY SUBMITTED BY: Thord M. Marshall, Superintendent

TITLE I PERSONNEL: TEACHERS: 238 OTHER PROFESSIONAL: 60

AIDES: 78 OTHER NON-PROFESSIONAL: 132

ACTIVITIES:
English-Reading
Physical Education/Recreation
Kindergarten
Tutorial

SUPPORTIVE SERVICES:
Attendance
Food
Guidance
Health-Medical
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer project was a consolidation of five smaller projects this year. First, a kindergarten activity provided approximately 1200 children with four hours of instruction per day for 40 days. A type A plate lunch was served. There was one teacher aide to every two teachers to assist with non-teaching duties.

Second, a remedial reading activity provided approximately 1500 first, second and third grade children with two hours of instruction per day for 40 days. Each teacher instructed two groups a day. A snack was served to each group of students. There was one teacher aide to every two teachers to assist with non-teaching duties.

Third, a remedial reading and remedial mathematics activity provided approximately 1020 fourth, fifth and sixth grade children with two hours of instruction per day for 40 days. Each teacher instructed two groups daily.

Fourth, a remedial reading activity provided approximately 330 seventh grade students with two hours of instruction daily for 40 days.

Finally, physical education and recreational activities were provided for each child residing in Institutions for the Neglected for at least four hours per day for 40 days. Field trips to places of historical intrest and cultural enrichment and for recreational activities were included.

The kindergarten activity stressed readiness for first grade instruction, emphasizing experiences that would expand the spoken vocabulary and stimulate manual desterity.

The reading activities and the tutorial activity provided the opportunity for small group and/or individualized instruction for those students who had failed to make satisfactory progress in the developmental reading and/or mathematics program.

NAME OF SYSTEM: Chattooga County PROJECT NUMBER: 027-027-R69-1

NAME OF PROJECT: Developmental and Enrichment Project

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $128,432

NUMBER OF PARTICIPATING CHILDREN: 3,773

SUMMARY SUBMITTED BY: Frances Johnston, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL: 0

AIDES: 27 OTHER NON-PROFESSIONAL: 7

ACTIVITIES:
- Art
- English-Reading
- Home Economics
- Industrial Arts
- Mathematics
- Music
- Physical Education
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Library
- Social Work
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project provided selected activities for educationally disadvantaged children from kindergarten to twelfth grade. Objectives were to provide preschool readiness programs for approximately 185 four to six year olds; attack dropout problems by early identification; bridge gaps in cultural experiences; provide adequate clothing and improve nutritional health; improve classroom performance in all areas; improve children's self-image; provide attractive learning environment; and raise educational aspirations of participants.

Each phase of this project focused on problems relative to dropouts by initiating activities aimed at prevention and by providing remedial instruction. Professional and non-professional personnel employed by Title I provided additional staff time for disadvantaged children. Supportive services such as the visiting teacher aide program and food resulted in better attendance, more adequate clothing and better nutrition.

Two project activities appear to have been most successful. First, the Mobile Kindergarten Program operated by two kindergarten aides served approximately 185 preschool children on a weekly basis. This audiovisual oriented program utilized Weston Wood's materials and other selected preschool materials. Children engaged in activities which stimulated language development, creativity and motor skills. This widely publicized, innovative program was open to visitors by appointment. Second, the Ginn's Tutorial Reading Program was used with approximately 75 first grade children who were identified as poor beginning readers. Fourteen teacher aides and 14 first grade teachers conducted this informal experiment. Each child worked with a tutor 15 minutes daily on an individual basis. Early results were promising.

Project children benefited greatly from the activities carried out by the language arts laboratory developed with Title I funds.

NAME OF SYSTEM: Chattooga County **PROJECT NUMBER:** 027-027-S69-2

NAME OF PROJECT: Kindergarten and Dropout Prevention Project

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $41,522

NUMBER OF PARTICIPATING CHILDREN: 344

SUMMARY SUBMITTED BY: Frances Johnston, Title I Coordinator

TITLE I PERSONNEL:	**TEACHERS:**	12	**OTHER PROFESSIONAL:**	7
	AIDES:	15	**OTHER NON-PROFESSIONAL:**	15

ACTIVITIES:	English-Reading Pre-Kindergarten and Kindergarten	**SUPPORTIVE SERVICES:**	Food Health-Dental Health-Medical Library Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Three different activities were provided under this program for disadvantaged children:

(1) A weekly mobile kindergarten program conducted by two non-professional persons served approximately 100 four and five year olds in eight community centers. Fifty beginning first graders participated in a Title I - OEO Kindergarten-Headstart program. The staff consisted of qualified teachers and teacher aides. (2) Approximately 159 early elementary children with severe reading problems participated in a remedial reading program. Instructional staff consisted of teachers and teacher aides assigned on the basis of one staff member to each eight children. (3) Thirty high school students deficient in literary background worked with one teacher and one materials specialist.

The instructional staff in each activity operated as a team with emphasis on individual and small group instruction. Individual tutoring was provided daily for most participants in the reading program.

All activities used a multi-media approach. New instructional materials tried in the reading program included: Ginn's Tutorial Reading Program, Imperial Reading Program, Scott-Foresman's Open Highway series, Random House's Sights and Sounds, Lyons and Carnahan's We Write and See, a variety of individual books, records, filmstrips and tapes. Supportative equipment was used as needed. Other activities used a wide variety of carefully selected materials.

NAME OF SYSTEM: Cherokee County **PROJECT NUMBER:** 028-028-R69-1

NAME OF PROJECT: English-Reading Improvement

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $106,086

NUMBER OF PARTICIPATING CHILDREN: 751

SUMMARY SUBMITTED BY: Ralph F. Quarles, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 4 **OTHER PROFESSIONAL:** 2

AIDES: 19 **OTHER NON-PROFESSIONAL:** 5

ACTIVITIES: English-Reading **SUPPORTIVE SERVICES:** Food
Speech Therapy
Music

NARRATIVE **DESCRIPTION OF PROJECT:**

This program sought to identify those students who were mildly or severely disabled in the development of reading skills. These students were identified through the use of a battery of standardized and informal reading tests.

A program of specialized instruction was provided those students needing it. The program of instruction was designed to correct the specific reading difficulties revealed by the diagnostic tests. Instructional materials were of the high interest low vocabulary type.

The regular classroom teacher was given information about each student's instructional needs, instruction in the use of special materials, and access to the necessary materials to extend the specialized instruction into the regular classroom. Instruction for the teacher was also provided through the use of in-service meetings, individual consultation and demonstration lessons.

The specialized instructional program involved groups of from 10 to 12 students. The grade range of students involved in the program was from grade two through grade 10. Significant results in the improvement of reading abilities were noted.

The overwhelming majority of the students involved in the program might be termed "educationally deprived." This program resulted in increased achievement, improved reading skills and greater interest in reading.

NAME OF SYSTEM: Cherokee County **PROJECT NUMBER:** 028-028-S69-2

NAME OF PROJECT: English-Reading

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $62,456

NUMBER OF PARTICIPATING CHILDREN: 692

SUMMARY SUBMITTED BY: Kleven Boston, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 36 **OTHER PROFESSIONAL:** 5

AIDES: 19 **OTHER NON-PROFESSIONAL:** 12

ACTIVITIES:	English-Reading Physical Education/Recreation Social Studies Kindergarten	**SUPPORTIVE SERVICES:**	Attendance Food Speech Therapy Transportation Student Body Activity

NARRATIVE DESCRIPTION OF PROJECT:

The English-Reading area of this program was a continuation of the regular year reading project. Sixteen teachers and 16 aides were employed to instruct 252 children with extreme reading disabilities. This program was held at Canton Elementary School under the supervision of a reading consultant and curriculum director. One week of in-service was offered by Dr. Ira E. Aaron, University of Georgia, and Harry Cowart, Ninth District Educational Service Center. Speech therapy and a testing service were available to all children. Transportation was also furnished.

The physical education and recreation program provided a day camp type experience for deprived children at North Canton School. Transportation and noon meals were furnished. The program consisted of two three-week sessions with 160 children each session.

The kindergarten program consisted of six classes with approximately 16 children per class. A snack was furnished but no transportation was provided. Speech therapy was available to these children.

A special social studies enrichment project for 20 deprived children from Cherokee High School was also undertaken through this Title I program.

NAME OF SYSTEM: Chickamauga City PROJECT NUMBER: 145-212-R69-1

NAME OF PROJECT: Reading Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $6,640

NUMBER OF PARTICIPATING CHILDREN: 82

SUMMARY SUBMITTED BY: Harry A. Brown, Superintendent

TITLE I PERSONNEL: TEACHERS: OTHER PROFESSIONAL:

AIDES: 2 OTHER NON-PROFESSIONAL:

ACTIVITIES: English-Reading SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Two teacher aides were employed to work with the teachers in performing non-teaching duties in order to give teachers more time to work with reading and English. Oral expression and reading word attack skills were emphasized. Aides collected lunch money, prepared seatwork for students, supervised lunch and performed many other non-teaching duties. An overhead projector was purchased to use in teaching reading skills to add interest and to hold children's attention for a longer period of time. The Metropolitan Achievement Test was administered prior to the project and was to be given again at the end of the project. Seatwork was mimeographed for the slow pupils in an effort to help them better understand assignments and the SRA Power Building Kits were used in an effort to increase reading skills.

NAME OF SYSTEM: Clarke County **PROJECT NUMBER:** 029-029-R69-1

NAME OF PROJECT: Reading, Cultural Enrichment, Supportive Service and Parent Action

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $180,939

NUMBER OF PARTICIPATING CHILDREN: 1,040

SUMMARY SUBMITTED BY: Charles H. Anderson, Coordinator of Federal Programs

TITLE I PERSONNEL: **TEACHERS:** 15 **OTHER PROFESSIONAL:** 5

AIDES: 0 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
Cultural Enrichment
English-Reading

SUPPORTIVE SERVICES:
Food
Health-Dental
Health-Medical
Library
Psychological
Social Work
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The ESEA Title I program for FY 1969 was entitled "To Improve Learning through Reading, Cultural Enrichment, Supportive Services and Parent Action."

Two instructional activities were included. First, an English-Reading program, which includes the Reading Center and four satellite centers, serving an estimated 940 pupils in grades two through seven. Secondly, a cultural enrichment program serving approximately 1,040 plus pupils in grades one through six. Children were selected to participate on the basis of evidence of educational, social and economic disadvantage.

Supportive services included a food supplement for a breakfast program at East Athens and College Avenue Schools and health (dental, medical and psychological) care, library services, social work and attendance services for all schools in the target area.

NAME OF SYSTEM: Clarke County **PROJECT NUMBER:** 029-029-S69-2

NAME OF PROJECT: Language-Reading, Kindergarten

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $42,385

NUMBER OF PARTICIPATING CHILDREN: 180

SUMMARY SUBMITTED BY: Charles Anderson, Coordinator of Federal Programs

TITLE I PERSONNEL: **TEACHERS:** 16 **OTHER PROFESSIONAL:** 3

AIDES: 0 **OTHER NON-PROFESSIONAL:** 9

ACTIVITIES:
Language Arts
Pre-Kindergarten

SUPPORTIVE SERVICES:
Food
Health-Dental
Health-Medical
Psychological
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The ESEA Title I Program for the summer of 1969 was entitled, "English-Reading-Language Instruction, Pre-Kindergarten and Kindergarten Progress for Disadvantaged Children". The program was allocated for $42,385.

The English-Reading-Language Activity was provided for 180 elementary pupils in grades one through seven and was located in the Reading Center at the North Athens Elementary School. Instruction was scheduled five days a week for six weeks. This activity served as a laboratory for a teacher training workshop and provided an opportunity for pupils from the University of Georgia to gain experience in the clinical environment of the Reading Center.

One hundred pupils, ages five and six, received pre-kindergarten and kindergarten experience of six weeks duration. This program was held at the Barnett Shoals Elementary School. Pupils participating were selected on the basis of economic and educational disadvantagement. This program was staffed with 11 teachers and one principal.

Supportive services including a breakfast and lunch program were provided for all pupil participants. Medical, dental and psychological services were provided. Home visitation and consultation with parents were also carried out in conjunction with this program.

NAME OF SYSTEM: Clay County **PROJECT NUMBER:** 030-030-R69-1

NAME OF PROJECT: Improving Reading, Music and the General Secondary School Programs in Clay County

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $104,674

NUMBER OF PARTICIPATING CHILDREN: 564

SUMMARY SUBMITTED BY: Sue G. Cook, Coordinator of Title I

TITLE I PERSONNEL: **TEACHERS:** 7 **OTHER PROFESSIONAL:** 3

AIDES: 0 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
Reading
Home Economics
Music
Social Science
Vocational Education

SUPPORTIVE SERVICES:
Food-Lunch
Library

NARRATIVE DESCRIPTION OF PROJECT:

The remedial reading program was personalized and individualized with the use of the Califone Remedial Kits and Hoffman Reading Programs. Supplementary materials were basic readers, controlled readers and filmstrips.

Home economics emphasized personal hygiene, nutrition, home improvements and child care. The girls learned specific skills which could lead to job opportunities.

Vocational education had preparation for careers in agriculture as its general aim. All the boys lived on a farm and were taught skills they would need to know such as tractor maintenance, repairing small engines and modern farming practices.

In social studies the high school students were taught how to function as responsible citizens in a democratic society. They learned about their community and how they could be of service to it through field trips, special class projects and general instruction.

Music was a cultural enrichment area in which the children were most deprived. They scored very low on standardized tests in music. This program helped students have an increased enjoyment and understanding of the scope of music along with a growing appreciation of music in all its phases as an integral part of living.

Expanded library and bookmobile services provided an enrichment that was invaluable. Many children who had never had books, records and paintings in their homes could check such materials out.

The free lunch program offered more than just a good, well balanced meal to the students. Nutrition, good manners and social graces were learned through participation in this service.

NAME OF SYSTEM: Clay County PROJECT NUMBER: 030-030-S69-2

NAME OF PROJECT: Summer Program in Kindergarten and Remedial Reading for the Educationally Disadvantaged Children in Clay County

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $46,794

NUMBER OF PARTICIPATING CHILDREN: 235

SUMMARY SUBMITTED BY: Sue G. Cook, Coordinator of Title I

TITLE I PERSONNEL: TEACHERS: 14 OTHER PROFESSIONAL: 4

AIDES: 0 OTHER NON-PROFESSIONAL: 10

ACTIVITIES:
- Art
- Remedial Reading
- Industrial Arts
- Music
- Recreation
- Driver Education
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Library
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

A variety of experiences was planned to help meet the needs of Clay County's educationally deprived children in eligible Title I schools.

In the kindergarten program all participants were deprived children who would begin school in September. Four teachers were employed and NYC workers assisted as needed. Some daily activities included music, art, dramatics, play, field trips and group living. The schedule was flexible.

In the remedial reading program, six teachers were employed to teach on various elementary levels. The Rheem Califone Kit C and Hoffman Reading Program were used and supplemented with basic readers, controlled readers and filmstrips. These students also received art, music and P.E. instruction along with library service and free lunch.

The industrial arts program was offered to selected high school students on the basis of interest and need. They could receive one unit of credit. One certified teacher was employed.

Music and art were offered to high school students; one unit of credit could be earned in each area. Music and art were also offered to kindergarten and remedial reading students by one certified teacher in each area.

Supervised recreation was offered by one physical education teacher to the students in remedial reading and kindergarten.

Driver education was offered to high school students over 15 years of age on the basis of need. One certified instructor was employed and one-half unit of credit could be earned.

All students were served a mid-morning snack and free lunch. Library service by a qualified librarian and transportation were available.

NAME OF SYSTEM: Clayton County PROJECT NUMBER: 031-031-R69-1

NAME OF PROJECT: Special Services for the Disadvantaged in Two Critical Areas

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $101,665

NUMBER OF PARTICIPATING CHILDREN: 1,140

SUMMARY SUBMITTED BY: Clifford N. England, Assistant Superintendent for Special Services

TITLE I PERSONNEL: TEACHERS: 9 OTHER PROFESSIONAL: 0

AIDES: 1 OTHER NON-PROFESSIONAL: 4

ACTIVITIES: English-Reading SUPPORTIVE SERVICES: Transportation
Resource Services Center

NARRATIVE DESCRIPTION OF PROJECT:

A special reading program was conducted in Title I schools to provide remedial reading services for those children whose reading achievement levels, as compared with their individual expectancy levels, were so low that the pupils were unable to function adequately in regular classrooms.

Tests included standardized reading diagnostic tests, standardized individual and group tests of intelligence, informal reading inventories, and standardized reading achievement tests. Materials used in instruction included a variety of reading games and reading materials of high interest--low readability levels. Special materials to develop word attack and comprehension skills were provided to each Title I teacher.

Pupils were taught individually and in groups of from three to fifteen. Instruction emphasized the areas of need as revealed by the testing program, i.e. developing background of experiences, improving oral reading through use of tape recorders and language masters, teaching word attack and comprehension skills and building individual self concept by providing successful experiences instead of the accustomed failures.

Some children made sufficient improvement to return to regular classrooms. Others continue to need this type of service. Other special education needs of children have been revealed as a result of this program.

A second feature of the project was the provision of transportation for certain handicapped students (hitherto unprovided in the county) in a 12 passenger Econovan to selected centers for special instruction and employment evaluation. The educational and employment evaluation of certain senior handicapped children would have been impossible without such transportation.

NAME OF SYSTEM: Clayton County PROJECT NUMBER: 031-031-S69-2

NAME OF PROJECT: Summer Enrichment and Remedial Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $23,808

NUMBER OF PARTICIPATING CHILDREN: 275

SUMMARY SUBMITTED BY: Clifford N. England, Assistant Superintendent of Special Services

TITLE I PERSONNEL: TEACHERS: 9 OTHER PROFESSIONAL:

AIDES: 9 OTHER NON-PROFESSIONAL: 13

ACTIVITIES:
English-Reading
Mathematics
Physical Education/Recreation

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Clayton County summer enrichment and remedial program operated under Title I auspices was located at Lake Harbin Elementary School in Morrow. Major emphasis was placed on English-reading, mathematics, physical education and recreation. Supportive services included food and transportation.

The staff included a school principal, nine teachers, nine teacher aides, two cooks and three bus drivers. Instructional equipment, supplies and materials used by the Clayton County school system during the regular school year were accessible to the staff. In addition reading materials such as SRA packages, and physical education equipment such as bats, balls and games were purchased. Field trips to professional baseball games and the Atlanta Zoo were provided.

Approximately 275 educationally and economically deprived children selected on recommendation of school principals and staffs of Clayton County Elementary Schools participated. Instruction was remedial in nature and the primary objectives were to increase the achievement level of students involved and to provide social and cultural experiences designed to improve the participant's self concept.

In addition to the elementary school project, tuition was underwritten for approximately 40 economically deprived junior high and high school students to attend the regular county summer school.

NAME OF SYSTEM: Clinch County PROJECT NUMBER: 032-032-R69-1

NAME OF PROJECT: General Curriculum Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $68,206

NUMBER OF PARTICIPATING CHILDREN: 345

SUMMARY SUBMITTED BY: Charles Norton, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 3-FTE OTHER PROFESSIONAL: 17

AIDES: 0 OTHER NON-PROFESSIONAL: 0

ACTIVITIES: Art
English-Reading

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

One full-time art instructor was involved in the teaching of 135 students daily, grades one through six. Two full-time remedial reading teachers were involved in the teaching of 180 students daily, grades one through six.

The following equipment was used: Hoffman readers, record players, tape recorders, overhead projectors, filmstrip projectors, slide projectors and movie projectors.

Supplies were purchased with Title I funds for all of the above equipment. Also, student record books which are used in the reading labs were purchased.

In the English-Reading program each child was placed on correct reading and achieving levels, and, as a result, the child was encouraged to progress as fast as possible. In the use of labs the different levels of instruction enabled teachers to cover a greater grade span than any other materials we have available. The purpose of the art instruction was to provide a knowledge and awareness of visual forms, to provide an activity that would coordinate hand and eye to other school work, to teach the concepts of space and depth so that they might be transferred to other activities, to study art achievements, to provide visual motivation and visual communication, to affect attitudes and behavior, and to improve school attendance and attitudes toward property and equipment.

The program was designed to make educationally deprived students more acceptable from a racial standpoint, to provide them with a better understanding in all areas, to increase their linquistic ability and to create aesthetic values.

NAME OF SYSTEM: Clinch County **PROJECT NUMBER:** 032-0[illegible]2-S69-2

NAME OF PROJECT: Remedial Reading Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $21,690

NUMBER OF PARTICIPATING CHILDREN: 150

SUMMARY SUBMITTED BY: Charles Norton, Coordinator Title I

TITLE I PERSONNEL: **TEACHERS:** 6 FTE **OTHER PROFESSIONAL:**

AIDES: 6 FTE **OTHER NON-PROFESSIONAL:**

ACTIVITIES: English-Reading **SUPPORTIVE SERVICES:** Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This program involved three early elementary teachers and three later elementary teachers, each was assisted by the services of one aide. This program consisted of one activity involving a total of 12 people. Two supporting services were involved--food and transportation. This activity was geared to reach 150 students.

No additional equipment was purchased in connection with this project. All equipment used during the regular school year was utilized in this summer program.

Materials used consisted of reading labs, Hoffman Readers and control readers. This program was geared to show individual and group progress.

In this program each child was placed on his correct reading achieving level and as a result was encouraged to progress as fast as possible. In the use of labs the different levels of instruction enabled teachers to cover a greater grade span than any other materials available.

The purpose of this program was to improve the educational success of educationally and economically deprived children. This activity was expected to raise the norms of all students concerned; children were improved socially by being taught to communicate better with the dominant culture. The children also made notable progress in the science of speaking and reading.

NAME OF SYSTEM: Cobb County PROJECT NUMBER: 033-033-R69-1

NAME OF PROJECT: English-Reading Developmental and Enrichment Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $95,194

NUMBER OF PARTICIPATING CHILDREN: 2,095

SUMMARY SUBMITTED BY: Steve W. Cantrell, Coordinator of Federal Programs

TITLE I PERSONNEL: TEACHERS: 8 OTHER PROFESSIONAL: 0

AIDES: 4 OTHER NON-PROFESSIONAL: 58

ACTIVITIES: SUPPORTIVE SERVICES:

Art
English-Reading
Music

NARRATIVE DESCRIPTION OF PROJECT:

The English-Reading Developmental and Enrichment project for the Cobb County School System involved a budget of $95,194. The program attempted to improve reading and provide music and art activities for children from low income families in qualifying schools.

Remedial reading classes reached 2,095 students in grades one through twelve, while art and music activities involved 1,363 students from grades one through twelve. Approximately 2,095 students were touched by the testing program in all grades.

The schools to which these students were assigned were equipped with a variety of curriculum materials and instructional media including books, visual aids, filmstrips, programmed instructional aids, tapes and records. Also, equipment such as tape recorders, overhead projectors, listening stations, controlled readers, language masters, perceptamatics and tachistoscopes were placed in the schools. A multisensory approach was used to help make learning more palatable to the disadvantaged child.

The music and art activities which were added to the program brought not only joy but also provided opportunities that improved the self-confidence of the children and provided a means for a measure of success and encouragement needed to help tackle their reading problems.

Results were improved attitudes, better reading performance, improved attendance, decreased dropout rate and a happier group of boys and girls. Also, the staff working with the Title I children gained a better knowledge and understanding of the disadvantaged and found new ways of working with them more effectively.

NAME OF SYSTEM: Cobb County PROJECT NUMBER: 033-033-S69-2

NAME OF PROJECT: English-Reading Developmental and Enrichment Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $73,427

NUMBER OF PARTICIPATING CHILDREN: 442

SUMMARY SUBMITTED BY: Steve W. Cantrell, Coordinator of Federal Programs

TITLE I PERSONNEL: TEACHERS: 39 OTHER PROFESSIONAL: 6

AIDES: 13 OTHER NON-PROFESSIONAL: 49

ACTIVITIES:
English-Reading
Art
Music
Physical Education/Recreation
English-Speech

SUPPORTIVE SERVICES:
Food
Guidance-Counseling
Social Work
Transportation
In-Service

NARRATIVE DESCRIPTION OF PROJECT:

The Title I project for the Cobb County School System involved a budget of $73,427 to improve reading and provide instruction and experiences in the areas of art, music, physical education-recreation and English-speech for children from low income families.

Remedial reading classes, music classes, English-speech classes and physical education classes reached 442 students in grades one through nine while art classes reached 388 students from grades one through six.

The schools to which these students were assigned were equipped with a variety of curriculum materials and instructional media including books, visual aids, filmstrips, programmed instructional aids, tapes, records and other aids. Also, equipment such as tape recorders, overhead projectors, listening stations, controlled readers, language masters, perceptamatics and tachistoscopes was used in each of the program centers.

Students in the centers were reached and served through a well-planned food program, a guidance-counseling program, a social work program and transportation program. These services were woven into the program, providing experiences and benefits to supplement those received in the activities of English-reading, music, art, English-speech and physical education-recreation.

It is felt that the activities and services planned for the students under this program provided opportunities that helped improve their self-confidence and provided a means for a measure of success and happiness.

NAME OF SYSTEM: Cochran City **PROJECT NUMBER:** 213-012-R69-1

NAME OF PROJECT: General Curriculum Improvement

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $59,716

NUMBER OF PARTICIPATING CHILDREN: 403

SUMMARY SUBMITTED BY: Marvin B. Williams, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 1

AIDES: 2 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
English-Reading
Mathematics
Natural Science
Social Science
Special Education

SUPPORTIVE SERVICES:
Attendance
Food
Guidance
 Counseling
Library

NARRATIVE DESCRIPTION OF PROJECT:

After careful study of the educational program of Cochran Public Schools in relation to the needs of students in the schools, it was determined that weaknesses did not exist and that special emphasis should be given to enriching and improving existing programs. Therefore, it was decided that the greatest need was to improve the general curriculum. Special emphasis was given in the supportive services area. This was an attempt to have students attend school and have a feeling of accomplishment while there. Each activity was an integral part of the total educational program but was over and beyond the regular educational program.

Basal text books, filmstrips, overhead projectors, record players and other supplementary educational materials were used by classroom teachers to teach students. The teachers used other materials and methods as needed. These materials and methods were recommended by principals, professional consultants and counselors attacking educational problems confronting students.

NAME OF SYSTEM: Cochran City **PROJECT NUMBER:** 213-012-S69-2

NAME OF PROJECT: General Curriculum Enrichment and Improvement

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $18,991

NUMBER OF PARTICIPATING CHILDREN: 323

SUMMARY SUBMITTED BY: John T. Groover, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 15 **OTHER PROFESSIONAL:**

AIDES: 4 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
Reading
Mathematics
Recreation
Natural Science
Social Science
Pre-school

SUPPORTIVE SERVICES:
Food
Counseling
Library

NARRATIVE DESCRIPTION OF PROJECT:

This was a summer school program designed to meet the need of students who were underachieving during the regular school year. These children failed to advance with their age-grade group or to earn units needed to advance one grade classification during the regular school year. The program was further designed for pre-school children who would be entering the first grade in September 1969. A recreation program to meet the needs of students during the summer months was also planned with these Title I funds.

Fifteen teachers worked with children during the summer school activity in an attempt to help them improve their attitudes toward school and education, improve their methods of study and gain basic subject information. These teachers used audiovisual aids, television, records, tapes and other state-approved materials in teaching these children. An attempt was made to appeal to as many senses as possible in an attempt to motivate these children who were underachieving.

NAME OF SYSTEM: Coffee County PROJECT NUMBER: 034-034-R69-1

NAME OF PROJECT: Language Arts, Reading and Mathematics

REGULAR TERM: x SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $336,326

NUMBER OF PARTICIPATING CHILDREN: 3,230

SUMMARY SUBMITTED BY: Vinson Purvis, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL: 2

AIDES: 65 OTHER NON-PROFESSIONAL: 21

ACTIVITIES:	Reading Industrial Arts Mathematics Music Physical Education Handicapped	SUPPORTIVE SERVICES:	Attendance Clothing Food Health-Dental Health-Medical Psychological Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

Reading instruction was supplemented by three professional reading teachers. Class size was reduced through the use of sub-professional aides who took approximately one-half the class assigned them to a designed physical education program. These aides assisted reading and mathematics teachers for the remainder of their assigned time in the classroom. Supplemental materials and supplies were purchased based on individual need.

Two professional music teachers conducted classes for elementary children and assisted classroom teachers in implementing a daily music program. Children taking industrial arts courses were provided adequate materials for project work if they were unable to furnish them from their own funds.

Children in classes for the educable mentally retarded were provided instructional materials designed to meet their individual needs.

Attendance aides under the direction of the visiting teacher followed up teacher referrals, making home contacts to determine clothing, food, dental, other medical and psychological needs. As a result, lunches and other assistance were provided to give children better self-images and vitality to benefit from the instructional programs. These services improved academic achievement and social acceptance.

NAME OF SYSTEM: Coffee County **PROJECT NUMBER:** 034-034-S69-2

NAME OF PROJECT: Summer Enrichment Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $72,437

NUMBER OF PARTICIPATING CHILDREN: 700

SUMMARY SUBMITTED BY: Vinson Purvis, Coordinator, Title I

TITLE I PERSONNEL: **TEACHERS:** 25 **OTHER PROFESSIONAL:** 3

AIDES: 48 **OTHER NON-PROFESSIONAL:** 19

ACTIVITIES:
Art
Reading
Mathematics
Music
Physical Education

SUPPORTIVE SERVICES:
Food
Health-Medical
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project provided basic skill instruction in reading or mathematics for 700 enrollees. Experiences in art, music and physical education were provided each child in addition to the basic skill instruction.

Classroom teachers had approximately 20 children in each class. Each teacher was provided with the services of a full time teacher aide. This arrangement permitted instruction by the teacher to approximately ten children at a time while the sub-professional aide worked with the other ten children in experiences designed to reinforce the basis skill instruction. Adequate basal and supplemental materials were furnished each enrollee; adequate classroom equipment was provided through prior Title I purchases. All enrollees were grouped in reading or mathematics classes according to the results of achievement tests which were given at the beginning of the program.

Professional art, music and physical education instructors coordinated instruction in these areas at each school center. A staff of sub-professional aides, with experience in their working area, assisted in implementing these activities. One and a half hours each day were set aside for sub-professional aides to plan with their instructors or classroom teachers activities for the following day.

Supportive services included lunch each day, services of a school nurse and bus transportation from all outlying schools.

NAME OF SYSTEM: Colquitt County PROJECT NUMBER: 035-035-R69-1

NAME OF PROJECT: Title I Education in Colquitt County

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $227,175

NUMBER OF PARTICIPATING CHILDREN: 970

SUMMARY SUBMITTED BY: Lloyd Dorminey, Coordinator

TITLE I PERSONNEL: TEACHERS: 12 OTHER PROFESSIONAL: 3

AIDES: 16 OTHER NON-PROFESSIONAL: 9

ACTIVITIES: Cultural Enrichment
English-Reading

SUPPORTIVE SERVICES: Clothing
Health-Medical
Library
Transportation
Custodial
Food

NARRATIVE DESCRIPTION OF PROJECT:

This Title I project was chiefly devoted to the improvement of the children's ability to function better in the area of reading. The program included kindergarten classes and remedial reading classes. Food, clothing, library, health, transportation and custodial services were offered to encourage the child to develop an improved body that would in turn generate and strengthen a new concept of living and interest in academic achievement. Audio and visual equipment was used along with standard and newly developed materials that helped to get the job done. The changing of children's attitudes and achievements was approached with a variety of presentation methods and practices. It is felt that the program was reasonably successful in achieving its goals of improved attitude and achievement.

NAME OF SYSTEM: Colquitt County PROJECT NUMBER: 035-035-S69-2

NAME OF PROJECT: Summer School Remedial Program in Colquitt County

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $50,000

NUMBER OF PARTICIPATING CHILDREN: 690

SUMMARY SUBMITTED BY: Lloyd Dorminey, Federal Programs Coordinator

TITLE I PERSONNEL: TEACHERS: 46 OTHER PROFESSIONAL:

AIDES: OTHER NON-PROFESSIONAL: 9

ACTIVITIES: Cultural Enrichment
English-Reading

SUPPORTIVE SERVICES: Food
Custodial

NARRATIVE DESCRIPTION OF PROJECT:

The summer program was aimed chiefly toward the improvement of reading. The plan of the cultural enrichment activity was built around the fundamentals of reading experiences to help the children gain motivation and skills with language use. The food supplement helped with the child's daily nutrition requirements and served as an encouragement to those children who might have otherwise not attended.

Audio and visual equipment, standard and newly developed materials were used to help the children approach the school situation with changing attitudes. New materials and approaches to the presentation of basics and a greater freedom of individual development were used.

NAME OF SYSTEM: Columbia County PROJECT NUMBER: 036-036-R69-1

NAME OF PROJECT: Reading, Physical Education

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $98,190

NUMBER OF PARTICIPATING CHILDREN: 675

SUMMARY SUBMITTED BY: Miller E. Finley, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 4 OTHER PROFESSIONAL: 1

AIDES: 11 OTHER NON-PROFESSIONAL: 2

ACTIVITIES: English-Reading
Physical Education/Recreation

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

The Columbia County Board of Education Title I Program for the 1968-69 school year offered reading and physical education activities along with a supplemental food lunch service.

The reading program was designed to improve and expand the reading skills of selected disabled readers, improve the verbal function of students, improve attitudes of students, and improve the overall scholastic achievement of students.

Students participating in the program were selected on the basis of teacher and principal recommendation, test results of pupils, reading ability, and teacher observation reports.

The physical education program was a supplemental program to the regularly established program, using six physical education teachers, three teacher aides and supplies and materials as needed.

The food service program was for 134 students who were financially unable to pay for their meals. Once students started participating, attendance records improved, pupil's attitudes improved, eating habits improved, general health improved and overall educational achievement improved above the normal average.

NAME OF SYSTEM: Columbia County **PROJECT NUMBER:** 036-036-S69-2

NAME OF PROJECT: Pre-School, Remedial Reading

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $31,227

NUMBER OF PARTICIPATING CHILDREN: 320

SUMMARY SUBMITTED BY: Miller E. Finley, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 17 **OTHER PROFESSIONAL:** 3

AIDES: 18 **OTHER NON-PROFESSIONAL:** 16

ACTIVITIES: English
Reading

SUPPORTIVE SERVICES: Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Columbia County Board of Education held a Title I Preschool and Remedial Reading Program for six weeks in the summer of 1969. Classes were held in Gibbs, Phinizy, and George T. White Elementary Schools.

School began June 10 and extended through July 22. Classes were held each day from 9 a.m. until 1 p.m. A total of 320 students participated in this program, 160 in the preschool section and 160 in the remedial reading section. Transportation was furnished to and from school and lunches were served to all students each day.

A ratio of 20 students to one teacher and aide was used in establishing enrollment for each class. All children eligible for school in the fall of 1969 were eligible to participate in the preschool program. Reading students were recommended by their teachers, principal and reading specialist. A total of 16 teachers and aides was employed; one enrichment specialist and aide were employed to serve all 16 classes.

In-service programs were held prior to and during the program. Test results and evaluation kept in the permanent record of each student participating in this program show notable improvement in the areas of English and reading.

NAME OF SYSTEM: Commerce City PROJECT NUMBER: 078-214-R69-1

NAME OF PROJECT: Improving Instructional Program in Commerce Public Schools

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $26,950

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: W. R. Lang, Superintendent

TITLE I PERSONNEL: TEACHERS: 1 OTHER PROFESSIONAL:

AIDES: 9 OTHER NON-PROFESSIONAL:

ACTIVITIES: English-Reading SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The entire project was directed toward improving the English-Reading of disadvantaged children in our schools. This area was chosen because it is so fundamental; improvement in reading usually results in improvement in other subject areas.

These children were achieving below grade level for their age. Most of them received little or no encouragement at home. Most of the homes had no books, newspapers, magazines, or other things to read.

Through this project class size was reduced so that the teacher would have more time for individual attention. Teacher aides worked with these children in small groups on drills under the supervision of the regular teacher. Teacher aides also freed the teacher of many non-teaching duties (study hall supervision, playground duty, taking up money for lunches, etc.) so that the teacher had more time to teach.

Funds provided in the project made it possible for us to purchase teaching materials desperately needed by our teachers working with these children. Special materials were needed for these children, in addition to the regular textbooks furnished for all children.

NAME OF SYSTEM: Commerce City PROJECT NUMBER: 078-214-S69-2

NAME OF PROJECT: Summer Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $20,713

NUMBER OF PARTICIPATING CHILDREN: 340

SUMMARY SUBMITTED BY: W. R. Lang, Superintendent

TITLE I PERSONNEL: TEACHERS: 11 OTHER PROFESSIONAL: 1

AIDES: 4 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
Art
English-Reading
Mathematics
Physical Education/Recreation

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The program was staffed with 11 state certified teachers and one director. Aides and clerical workers were experienced.

An extensive list of varied audio-visual teaching media included: In art - filmstrip machines and filmstrips, flat pictures, tables, brushes, crayola, clay, newsprint and all types of art and scrap materials to provide art experiences and creative experiences for the children; In physical education/recreation - volley balls, nets, baseballs, bats, gloves, tennis nets, rackets, softballs, hurdles, etc.; In mathematics - filmstrip machines and filmstrips, record players, and records, work texts and tests, mathematics games, counting frames, etc., overhead projectors, transparencies, pencils, paper, etc.; In English-reading - varied basic series, work texts to accompany basic tests, SRA Labs, Library books, films, filmstrips, magazines, newspapers, etc.

Instructional methods varied to provide real and vicarious experiences. Large group experiences were followed by small groups and one to one individual teaching. There was repetition of subject matter through use of multiple teaching media on the problem to be solved. There was repetition at regular and short intervals to teach facts and develop concepts.

The impact was terrific on the educationally deprived child because each individual was exposed to varied subject matter and activity experiences.

NAME OF SYSTEM: Coweta County **PROJECT NUMBER:** 038-038-S69-1

NAME OF PROJECT: Remedial Instruction in Reading and Enrichment of Curriculum

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $65,896

NUMBER OF PARTICIPATING CHILDREN: 405

SUMMARY SUBMITTED BY: Arnold J. Bowers, Coordinator, Summer Program

TITLE I PERSONNEL: **TEACHERS:** 35 **OTHER PROFESSIONAL:** 2

AIDES: **OTHER NON-PROFESSIONAL:** 20

ACTIVITIES:	Art English-Reading Music Physical Education/Recreation Natural Science	**SUPPORTIVE SERVICES:**	Food Library Transportation

NARRATIVE DESCRIPTION OF PROJECT:

No equipment could be purchased under this project because of the deferred status of the Coweta County School System. Supplies and materials were used that would make the program effective in the field of art, English-Reading, music, physical education and natural science. In the supportive services food was served in the form of a snack at each morning break, which helped tremendously in getting more work out of the students. In the library a number of high interest, low vocabulary books were used to help in getting the students to want to read on their own and not just as required reading.

The main phase of the program was the English-Reading. All classes were comparatively small and individual attention was given to each student. His level of reading was established and the teacher attempted to instruct the student in the weaknesses which she discovered through an inventory survey test of basic skills. Reading books, work books and other forms of materials were used to help achieve these reading goals.

Through this special summer program the culturally and educationally deprived had experiences which they would not have had in the regular school year. There were trips to places which they would not have had the opportunity to visit in the regular year.

The impact on the educationally deprived should be measured more in the regular school term. As a result of their association with children in small groups and the feeling that they have succeeded in something they should have a satisfied feeling in the regular school term.

NAME OF SYSTEM: Crawford County PROJECT NUMBER: 039-039-R69-1

NAME OF PROJECT: Raise Reading and Educational Achievement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $102,437

NUMBER OF PARTICIPATING CHILDREN: 600

SUMMARY SUBMITTED BY: R. L. Sheets, Superintendent

TITLE I PERSONNEL: TEACHERS: 8 OTHER PROFESSIONAL: 7

AIDES: 0 OTHER NON-PROFESSIONAL: 18

ACTIVITIES: English-Reading
Industrial Arts

SUPPORTIVE SERVICES: Attendance
Food

NARRATIVE DESCRIPTION OF PROJECT:

Children selected for this project were achieving below their grade level. Small groups were established and special teachers trained in remedial and developmental reading were used to teach the children. Special emphasis in developing experiences to promote readiness for reading materials were used effectively. Filmstrips, slides, charts, field experiences, reading machines, tapes and other visual aids were used.

The older children were given work experiences in industrial arts that created an interest in reading materials enabling them to do drafting and woodwork. This work enabled us to create enough interest to keep many students from leaving school as dropouts. They can now read and follow written instructions in operating machines and in making details of items through drafting. The use of library reading materials increased about fifteen percent. Teachers have increased their skill in teaching by participating in in-service programs. The professional growth of teachers is as remarkable as the increased reading ability of students.

NAME OF SYSTEM: Crawford County PROJECT NUMBER: 039-039-S69-2

NAME OF PROJECT: Reading English

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $16,413

NUMBER OF PARTICIPATING CHILDREN: 210

SUMMARY SUBMITTED BY: R. L. Sheets, Superintendent

TITLE I PERSONNEL: TEACHERS: 10 OTHER PROFESSIONAL: 3

AIDES: OTHER NON-PROFESSIONAL: 6

ACTIVITIES:
Reading
Penmanship
Mathematics
Physical Education
Art
Creative Writing

SUPPORTIVE SERVICES: Library Assistant

NARRATIVE DESCRIPTION OF PROJECT:

The curriculum director, principal, counselor and teachers worked together before deciding the type of program that would be operated at the Crawford County Training School for the summer of 1969.

It was felt that the type of program sponsored at the Crawford County Training School for the summer of 1969 should be one that was designed to enhance the learning of the students involved. Teachers were selected on the basis of the interest they had shown in the growth of these children.

The necessary equipment, supplies and materials were placed at the disposal of each teacher. The students were grouped according to their ability levels for instructional purposes.

A different attitude toward reading was the object. From this method the child was motivated from within to acquire needed skills, abilities and information.

One important consideration was the development of pupil competence in the reading facet of language.

The instruction goals for this program emphasized skills, abilities, attitudes and information on the basis of the following factors:
(1) Knowing when to read
(2) Locating information
(3) Selecting and evaluating information
(4) Organizing information
(5) Comprehension
(6) Retention

NAME OF SYSTEM: Crisp County PROJECT NUMBER: 040-040-R69-1

NAME OF PROJECT: Improvement Opportunities--Educationally Deprived

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $277,178

NUMBER OF PARTICIPATING CHILDREN: 1,440

SUMMARY SUBMITTED BY: Dan W. Bramlett, Superintendent

TITLE I PERSONNEL: TEACHERS: 9 OTHER PROFESSIONAL: 5

AIDES: 11 OTHER NON-PROFESSIONAL: 28

ACTIVITIES:	Business Education English-Reading Home Economics Industrial Arts Physical Education/Recreation	SUPPORTIVE SERVICES:	Food Health-Medical Library Social Work

NARRATIVE DESCRIPTION OF PROJECT:

This project was a continuation of a program which was initiated in fiscal year 1966 and which had proved to be most effective in assisting educationally and economically deprived children reach and maintain the level of their contemporaries. Equipment such as business education machines, visual aids, and band instruments was obtained during fiscal year 1966 and has been in use since that date. Approximately 2% of this year's budget was expended for equipment.

One of the brightest spots in Title I was the program of health education under the leadership of a registered nurse who worked with elementary grade children of the predominantly Negro schools. In addition to treating minor cuts and bruises, she taught first aid and personal cleanliness, actually using a recently installed shower. She also made yearly tests of eyes and ears, secured clothing for the needy, and provided many other necessary services not provided at home.

Inability to read at grade level is a common problem with culturally and economically deprived children. The use of Treasure Chest, Sights and Sounds, Pace Setters, Language Masters, recordings, and other supplementary materials substantially improved the reading ability of these children and also increased skills in oral communication.

Title I School Library Program has given outstanding help to the culturally deprived children. The allocation of $2,000 to rebind school library materials was money well spent. This money was badly needed to preserve the collections which, because of wide use by students, had begun to show signs of wear and tear.

NAME OF SYSTEM: Crisp County **PROJECT NUMBER:** 040-040-S69-2

NAME OF PROJECT: Improvement Opportunities - Educationally Deprived

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $145,185

NUMBER OF PARTICIPATING CHILDREN: 1,269

SUMMARY SUBMITTED BY: Dan W. Bramlett, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 60 **OTHER PROFESSIONAL:** 12

AIDES: 19 **OTHER NON-PROFESSIONAL:** 11

ACTIVITIES:
- Business Education
- Cultural Enrichment
- English-Reading
- Industrial Arts
- Mathematics
- Music
- Physical Education
- Natural Science
- Social Science
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Guidance Counseling
- Health-Dental
- Health-Medical
- Library
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

A summer kindergarten program designed to provide smooth transition between home and school as well as to develop readiness for the formal school experience was conducted in the Crisp County School System.

The program was strictly child centered, working toward development of feelings of security on the part of children participating. They heard stories; were shown how to handle and enjoy books; listened to music; learned rhymes, jingles and short poems; heard themselves on tapes; viewed films, filmstrips and overhead projections; learned fingerplays; took short walks and excursions; had "telling time"; and were exposed to activities which build muscular coordination. They were taught to tie shoes, button and zip clothes and observe certain basic health rules and traffic regulations.

An academic program was conducted which was designed to provide educational and cultural experiences for elementary students. Emphasis was primarily on reading, English, arithmetic, physical education and recreation. Enrichment experiences, new to the students, included practical work in arts, drama and music. Transportation was provided to and from school with a free lunch served daily for all kindergarten and elementary students.

Dental care was provided for 700 children and eye care for 60 children.

Remedial courses in English-Reading, mathematics, natural science, social science and business education were conducted at the Crisp County High School for secondary grade children.

NAME OF SYSTEM: Dade County PROJECT NUMBER: 041-041-R69-1

NAME OF PROJECT: Curriculum Enrichment and Remedial Instruction

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $57,123

NUMBER OF PARTICIPATING CHILDREN: 485

SUMMARY SUBMITTED BY: D. L. Stanphill, Superintendent

TITLE I PERSONNEL: TEACHERS: 4 OTHER PROFESSIONAL:

AIDES: 6 OTHER NON-PROFESSIONAL: 1

ACTIVITIES: Art
Reading

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Three reading centers were set up in the Dade County Schools for special reading classes. Students in grades four through nine were identified for the program. Classes were scheduled for one hour daily and consisted of about 15 students per class. Children were selected who could profit from this intensive work on basic reading skills and who were more than one year behind grade level in reading.

A variety of materials and methods was used to stimulate interest and produce achievement in the reading classes. Each center had SRA Reading Laboratories, Reader's Digest, Skill Builders, the Barnell Loft Series, Phonics We Use, Conquests in Reading, The Magic World of Dr. Spello and Websters. The Bremmer Davis Phonics program was used with both record players and tapes. The Controlled Reader and Tach X Machines were used for short periods daily for speed, eye training and correcting bad reading habits. Emphasis was placed on individual work.

The individualized teaching process and thorough analysis of each student's progress through testing gave many educationally deprived children a new chance to succeed in the classroom, where before they had experienced many failures.

The Title I Art Program provided the children in grades four through nine with cultural enrichment in all phases of art. The instructional program offered students participation in art activities in the four main areas of graphics, weaving, sculpture and painting. The classes were given the opportunity to see professional artists' exhibits on field trips to a number of places in the Chattanooga, Tenn. area. Films from the State Film Library were also used.

NAME OF SYSTEM: Dade County **PROJECT NUMBER:** 041-041-S69-2

NAME OF PROJECT: Curriculum Enrichment and Remedial Instruction

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $42,611

NUMBER OF PARTICIPATING CHILDREN: 465

SUMMARY SUBMITTED BY: D. L. Stanphill, Superintendent

TITLE I PERSONNEL:	**TEACHERS:**	35	**OTHER PROFESSIONAL:**	2
	AIDES:	9	**OTHER NON-PROFESSIONAL:**	11

ACTIVITIES:
- English-Reading
- Mathematics
- Physical Education
- Natural Science
- Social Science
- Handicapped

SUPPORTIVE SERVICES:
- Food
- Guidance
- Library
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer school staff was selected from the regular staff. They were assigned to subjects and levels of special interest and efficiencies. High school staff was assigned according to State Certification.

All equipment was utilized with special emphasis on audio-visual media. New materials were introduced in the summer program.

With smaller classes in the summer program, the teachers used more educational games and other materials that were adapted to individualized instruction. The members of the classes participated in skills activities for their particular needs.

The instructional program schedules longer blocks of time for library reading and reference work, more discussion and supervised study. Field trips were emphasized in all subject areas.

Many children were able to master skills in reading and math which enabled them to be more successful in their regular program. Students were grouped in cross-grade levels for emphasis on their needs.

High school students were able to make up courses. Some classes such as Georgia History and geology acquainted them with their own environment and they developed new interests and hobbies.

NAME OF SYSTEM: Dalton City **PROJECT NUMBER:** 216-155-R69-1

NAME OF PROJECT: Remedial Reading and Curriculum Enrichment

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $71,667

NUMBER OF PARTICIPATING CHILDREN: 800

SUMMARY SUBMITTED BY: Frank W. Thomason, Title I, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 2 **OTHER PROFESSIONAL:** 2

AIDES: 20 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES: Art
English-Reading
Music

SUPPORTIVE SERVICES: Attendance

NARRATIVE DESCRIPTION OF PROJECT:

The reading program was a developmental and corrective program for disadvantaged pupils in grades one through six. Regular classroom teachers, teacher aides and approved materials and supplies were used. Teacher aides were used in the classroom to enable the teacher to give individual and small group instruction. The culturally deprived children needed the additional personalized instruction and attention they received with this arrangement.

A special art instructor working with students in grades one through eight helped provide disadvantaged children with special art instruction for one hour per week. Activities were directed toward creative expression through the use of a variety of materials including water colors, tempera, charcoal, textiles, chalk, crayons and clay.

A special music teacher was also provided for disadvantaged children in grades one through eight. The special music instructor provided approximately 60 minutes per week instruction which included singing activities, rhythmic activities, creative activities, music listening and music reading.

In the attendance program a visiting teacher aide who assisted the certified visiting teacher was provided. Regular visits were made to the homes to work with parents. This enabled the parents to become better acquainted with the Title I and regular school programs and to realize that the school was interested and concerned about them, their children and their problems.

No equipment was purchased for the fiscal year program. Appropriate supplies were purchased to help enrich the reading, art and music programs. These instructional aides included textbooks, supplementary reading materials, workbooks, duplicating and manipulative materials, educational games, art materials and supplies, records, tapes, filmstrips and enrichment materials.

NAME OF SYSTEM: Dalton City **PROJECT NUMBER:** 155-216-S69-2

NAME OF PROJECT: Remedial Reading and Curriculum Enrichment

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $22,716

NUMBER OF PARTICIPATING CHILDREN: 390

SUMMARY SUBMITTED BY: Frank W. Thomason, Director of Title I

TITLE I PERSONNEL: **TEACHERS:** 26 **OTHER PROFESSIONAL:** 4

AIDES: 14 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES: English-Reading
Mathematics

SUPPORTIVE SERVICES: Attendance
Food

NARRATIVE DESCRIPTION OF PROJECT:

The Dalton Public Schools' summer school project was to provide programs of remedial reading and math for students in grades 1-6. The summer school provided a program of developmental and corrective reading, remedial math and curriculum enrichment programs for approximately 390 students in grades 1-6 using 26 teachers, one librarian, 14 teacher aides and approved materials and supplies.

The program was designed to help students who were not working at grade level and could benefit from six weeks of additional small group study. Class enrollment was limited to 15 students, thereby providing individual help and intensive study not possible in the regular school program.

NAME OF SYSTEM: Dawson County **PROJECT NUMBER:** 042-042-R69-1

NAME OF PROJECT: Reading, Cultural Enrichment

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $71,548

NUMBER OF PARTICIPATING CHILDREN: 436

SUMMARY SUBMITTED BY: Clarence Denard, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:** 2

AIDES: 4 **OTHER NON-PROFESSIONAL:** 6

ACTIVITIES:
Art
English-Reading
Foreign Language
Music
Physical Education/Recreation
Social Science

SUPPORTIVE SERVICES:
Attendance
Food
Guidance
  Counseling

NARRATIVE DESCRIPTION OF PROJECT:

The Dawson County project for fiscal year 1969 was aimed at providing for educationally deprived children remedial and enrichment opportunities in several areas, especially reading and culture. Wide use was made of reading materials purchased with Title I funds and selected to meet the particular needs of educationally deprived children. These materials were used in conjunction with various types of projectors and projection aids purchased with the previous year's allocations.

Ample supplies of art and music materials were purchased and were used to furnish cultural enrichment opportunities for the educationally deprived children of Dawson County. Physical education equipment such as balls, bats, tennis nets and gloves were used to enhance the physical education phase of the project. A copy machine was purchased and was widely used to help provide materials for use in all areas of the project. A large double-door pass-through refrigerator and a food slicer added to the efficiency and effectiveness of the food service program for the disadvantaged children. Test materials for the purpose of evaluating achievement and placement of children were purchased. Filmstrips and other materials were used to broaden and enrich the areas of social science and foreign language.

Altogether, the equipment, supplies and materials purchased with Title I funds enabled the 436 educationally deprived children in the Dawson County School System to receive remedial and cultural enrichment in many areas which were heretofore impossible. The impact of these funds was great in that opportunities were provided for many disadvantaged children who would otherwise never have had an equal opportunity to become productive citizens of this country.

NAME OF SYSTEM: Dawson County PROJECT NUMBER: 042-042-S69-2

NAME OF PROJECT: Compensatory and Enrichment Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $19,602

NUMBER OF PARTICIPATING CHILDREN: 270

SUMMARY SUBMITTED BY: Clarence Dennard, Superintendent

TITLE I PERSONNEL: TEACHERS: 16 OTHER PROFESSIONAL: 2

AIDES: 2 OTHER NON-PROFESSIONAL: 4

ACTIVITIES:
English-Reading
Mathematics
Kindergarten

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Summer Title I project for Dawson County provided two types of instruction for the educationally and culturally deprived children of this county. This instruction was in two academic areas, reading and mathematics. Remedial or compensatory instruction in these two areas was provided for those students achieving below their grade level. Normal instruction in the two academic areas was supplemented by cultural experiences in art, music, and physical education. The summer project also included two classes of kindergarten to supplement Project Headstart. The project was staffed with professionally trained personnel. Materials especially designed for the required types and levels of instruction were purchased with Title I Funds. These were used along with other materials and equipment previously financed by Title I. Pupil-teacher ratios in the classes were low to enable these disadvantaged children to have more individual attention than is possible during the regular school term.

Through implementation of the methods and procedures outlined above, it is believed that the Summer Project had great impact since approximately 270 culturally disadvantaged children enjoyed experiences that enabled them to more nearly fulfill their potentials previously inhibited by their environment.

NAME OF SYSTEM: Decatur City **PROJECT NUMBER:** 044-217-R69-1

NAME OF PROJECT: Improvement of Instruction

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $74,073

NUMBER OF PARTICIPATING CHILDREN: 415

SUMMARY SUBMITTED BY: Mrs. J. K. Strain, Director of Federal Projects

TITLE I PERSONNEL: **TEACHERS:** 5 **OTHER PROFESSIONAL:** 3

AIDES: 1 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:	English-Reading Junior First Grade Physical Education	**SUPPORTIVE SERVICES:**	Attendance Library Social Work

NARRATIVE DESCRIPTION OF PROJECT:

Immature and deprived six-year-olds were offered programs planned to extend horizons and to prepare them for the more formal experiences required of first grade children. The program helped bridge the gap so that the first grade would not be a time of frustration and failure but of satisfaction and success. Children's progress at their own rate was accepted by teachers; some children moved to a first grade readiness class by the end of one quarter, while others remained in the pre-first group and entered reading readiness groups later in the year. A wide variety of out of school experiences and vicarious experiences through multi-media materials was offered. Emphasis was placed on listening and speaking. Many stories were read and presented through records and listening stations. First grade teachers whose children were in the program last year testify to the effectiveness of the program.

The mobility of the student population at Decatur High School made it mandatory to offer reading instruction to high school students with reading skills often as low as primary level. Highly trained and skilled teachers used a variety of reading methods with appropriate materials and equipment. Language masters, controlled readers, listening stations, tape recorders, overhead projectors, percepta-matic tachistoscope and other audio-visual printed materials were used appropriately to meet each specific need.

A teacher's aide, a social case worker and two attendance officers helped improve instruction.

NAME OF SYSTEM: Decatur City **PROJECT NUMBER:** 044-217-S69-2

NAME OF PROJECT: Extension of the Instructional Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $27,930

NUMBER OF PARTICIPATING CHILDREN: 660

SUMMARY SUBMITTED BY: Carl G. Renfroe, Superintendent

TITLE I PERSONNEL:	**TEACHERS:**	15	**OTHER PROFESSIONAL:**	5
	AIDES:	5	**OTHER NON-PROFESSIONAL:**	4

ACTIVITIES:	English-Reading Physical Education Instrumental Music Social Science Mathematics	**SUPPORTIVE SERVICES:**	Attendance Library

NARRATIVE DESCRIPTION OF PROJECT:

This summer program was designed to extend the instructional program into projects of eight weeks duration in elementary school and nine weeks in high school. Emphasis at the elementary level was on reading and library services. At the high school level emphasis was in English-reading, with courses for credit being offered in social science and mathematics and enrichment experiences offered in instrumental music and physical education.

The English-reading staff was made up of personnel certificated in their various fields. The program was supported with library services staffed with three certificated librarians and two library aides (college students). Three aides also assisted in the elementary reading program.

Excellent equipment including language masters, filmstrip projectors, listening stations, tape recorders, record players and controlled readers was available for use.

The remedial reading series available from Economy Company was the basic material at the elementary level. A large variety of books was available in each of the high school reading clinics.

The programs were integrated and all classes were geared to the needs of educationally deprived children.

NAME OF SYSTEM: Decatur County PROJECT NUMBER: 043-043-R69-1

NAME OF PROJECT: Improvement Program to Raise Educational Achievement Level of Educationally Disadvantaged Children

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $239,250

NUMBER OF PARTICIPATING CHILDREN: 2,225

SUMMARY SUBMITTED BY: S. W. Cox, County School Superintendent

TITLE I PERSONNEL:	TEACHERS:	7	OTHER PROFESSIONAL:	2
	AIDES:	9	OTHER NON-PROFESSIONAL:	3

ACTIVITIES:	Cultural Enrichment English-Reading Physical Education/Recreation	SUPPORTIVE SERVICES:	Clothing Food Guidance-Counseling Health-Medical Psychological

The program was designed to improve the reading skills of disadvantaged children in grades one through twelve and to develop in them more appreciation of reading for information and pleasure; to provide for cultural enrichment by providing more opportunities for children to develop appreciation of music, art, etc., through wider participation in cultural activities; and to provide for these children an enriched physical education program.

Supportive services provided food, clothing and professional guidance and medical help for the participants. These compensatory activities and services resulted in improved self-perceptions and greater acceptance of disadvantaged children by their peers and teachers as they were able to participate more successfully in the school program.

Methods of instruction varied with the activity and were adapted to the individual and group needs, but all included use of a wide variety of instructional materials and audiovisual equipment in an effort to enrich, broaden and deepen the background experiences of these educationally deprived children.

NAME OF SYSTEM: Decatur County **PROJECT NUMBER:** 043-043-S69-2

NAME OF PROJECT: Summer Remedial Reading Enrichment Program for Disadvantaged Children and Youth

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $112,559

NUMBER OF PARTICIPATING CHILDREN: 1,000

SUMMARY SUBMITTED BY: Elizabeth Plowden, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 36 **OTHER PROFESSIONAL:** 2

AIDES: 36 **OTHER NON-PROFESSIONAL:** 8

ACTIVITIES:
Cultural Enrichment
English
Reading
Physical Education/Recreation

SUPPORTIVE SERVICES:
Clothing
Food
Health-Dental
Health-Medical
Health-Visual
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Teachers who were competent in reading, art, music and physical education, assisted by aides (some with professional training and some college students preparing for careers in education) were employed to provide compensatory educational opportunities to children in grades one through eight. Each child participating in the program spent a portion of his day in each of the activities (Reading, cultural enrichment and physical education). Small group and individualized instruction was provided in reading and maximum use was made of reading labs, projectors and mechanical pacers. Particular attention was given to stimulating the child's interest in reading for pleasure and the voluntary use of the library. Audio-visual methods were employed in all areas of cultural enrichment, the child being encouraged to observe and experiment with various art forms and participate in both music and dramatics. A physical fitness program was followed as well as participation in both group and individual athletic activities, with emphasis being given to the recreational benefits to be acquired from games and sports.

Transportation was provided for those requiring it and food (lunch) for all participants. The Health Department screened those who might require dental, medical or visual attention and local professional persons were engaged to provide the care needed. Children whose lack of adequate clothing influenced their irregular attendance were provided with items they needed.

It is felt that the summer program was a continuation of the regular program benefits to children from culturally deprived homes and will assist them in taking advantage of their opportunities in future years.

NAME OF SYSTEM: DeKalb County PROJECT NUMBER: 044-044-R69-1

NAME OF PROJECT: Special Instruction for Educationally Disadvantaged Pupils

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $263,733

NUMBER OF PARTICIPATING CHILDREN: 2,213

SUMMARY SUBMITTED BY: S. Ray Bass, Administrative Assistant

TITLE I PERSONNEL: TEACHERS: 22 OTHER PROFESSIONAL: 1

AIDES: 5 OTHER NON-PROFESSIONAL: 1

ACTIVITIES: English-Reading
Special Activities for Handicapped Pupils

SUPPORTIVE SERVICES: Library
Mobile Laboratory

NARRATIVE DESCRIPTION OF PROJECT:

Equipment used in the diagnosis and remediation of a child's reading difficulty included controlled readers, filmstrip and slide projectors, record player, tape recorders, language master, telebinocular, audiometer, Hoffman unit, and perceptomatic. The center was stocked with a wide variety of instructional materials on varying levels of difficulty. A limited number of records and filmstrips was stocked.

Instruction was always based on a diagnosis of the child's difficulties. Some disabilities called for specialized approaches, such as the Gillingham-Stillman and Fernald. Programmed materials filled a need for some hyperactive, highly distractible children. A modified tutorial approach proved effective with some other pupils.

Statistical records show that the remedial reading program had an impact on the educationally deprived child. For example, during an eight weeks instructional period the average gain in reading for 718 educationally deprived children was 3.5 months.

NAME OF SYSTEM: DeKalb County **PROJECT NUMBER:** 044-044-S69-2

NAME OF PROJECT: Special Instruction for Educationally Disadvantaged Pupils

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED **FOR THIS PROJECT:** $57,253

NUMBER OF **PARTICIPATING CHILDREN:** 560

SUMMARY **SUBMITTED BY:** S. Ray Bass, Administrative Assistant

TITLE I **PERSONNEL:** **TEACHERS:** 39 **OTHER PROFESSIONAL:** 2

AIDES: 4 **OTHER NON-PROFESSIONAL:** 14

ACTIVITIES:	English-Reading Special Activities for Handicapped	**SUPPORTIVE SERVICES:**	Food Services Social Work Transportation

NARRATIVE **DESCRIPTION OF PROJECT:**

DeKalb County used its Title I summer allotment in two basic areas: programs for the handicapped and a special program for underachieving seventh graders. The staff for handicapped children were made up of both teachers and teacher assistants. Twenty-eight teachers of handicapped children and four teachers' assistants of handicapped children were employed. Eleven teachers and a supervisor were employed to work with the underachieving seventh graders. Volunteers were also used.

Equipment, supplies and materials were the same as for the special centers for handicapped children. Consumable supplies, workbooks and standardized tests were purchased for the underachieving seventh graders.

The method of instruction for the handicapped were somewhat different from the normal school year activities. The programs for the mentally retarded were based essentially on language or communications, physical development, recreation, aesthetic values and art and craft activities. Remedial reading instruction was emphasized for the underachieving seventh graders. Pupils were individually diagnosed and a prescription for remediation was written for each one.

The programs for handicapped children should curtail the summer lapse of progress normally experienced and enrich, extend and expand the regular school program. The program for seventh grade underachievers went a long way toward helping these students prepare for a successful high school beginning and decrease the number of dropouts.

NAME OF SYSTEM: Dodge County **PROJECT NUMBER:** 045-045-R69-1

NAME OF PROJECT: Educational Improvement Project

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $292,547

NUMBER OF PARTICIPATING CHILDREN: 1,895

SUMMARY SUBMITTED BY: Joan Thomas, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 26 **OTHER PROFESSIONAL:**

AIDES: 1 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
English-Reading
Industrial Arts
Music
Physical Education/Recreation
Special Class for Slow Learners
Kindergarten

SUPPORTIVE SERVICES:
Clothing
Guidance Counseling
Health-Dental
Health-Medical
Library
Social Work
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Equipment purchased for this project included two slide projectors which were used with materials purchased previously with Title I funds and a weight-lifting machine for physical fitness program of sufficient quality.

Money for supplies was set up with $300 for counselor and music teacher; $200 each for kindergarten teachers, reading teachers, teacher aide, physical education teacher, industrial arts teacher, instrumental music teachers, counselor aide and slow leaners' teacher. The Student Needs Evaluator received $1,000 for dental services, $3,600 for clothing and $3,400 for medical services.

Methods of instruction varied from individual to small group to large group according to the purposes sought in the activity or service. All parts of the project were planned with one basic idea - to give the educationally deprived child more emotional and social stability and to remove the defeatist attitude of the deprived child, particularly his attitude toward school.

The activities and services attempted to focus on the needs of the individual child physically, socially and emotionally, as well as academically. They provided a varied approach to dealing with the educationally disadvantaged.

The largest single element of the program was kindergarten. Thirteen kindergarten classes enrolled approximately 300 students. This was the most successful and widely accepted part of all Title I programs.

NAME OF SYSTEM: Dodge County **PROJECT NUMBER:** 045-045-S69-2

NAME OF PROJECT: Educational Improvement Project

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $78,122

NUMBER OF PARTICIPATING CHILDREN: 814

SUMMARY SUBMITTED BY: Edward L. McCranie, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 38 **OTHER PROFESSIONAL:** 3

AIDES: 0 **OTHER NON-PROFESSIONAL:** 0

ACTIVITIES:
- Art
- English-Reading
- Mathematics
- Music
- Physical Education
- Natural Science
- Business Education
- Social Science
- Driver Education
- Recreation

SUPPORTIVE SERVICES:
- Transportation
- Inservice Education
- Educational Television

NARRATIVE DESCRIPTION OF PROJECT:

Equipment and materials purchased previously under Title I were used with the summer program. Record players, filmstrip projectors, slide projectors, etc., comprised the equipment, while the materials center offered many materials for summer use. Each teacher was also allowed up to $100 to spend on needed materials for summer.

Most of the children involved in this program were deprived both educationally and economically. These children needed opportunities for both remedial and supplementary work. A variety of activities was offered so that the gaps in these deprived children's education could be filled. Educational television was a new method of instruction for the county; it was used in three of the four schools that had the highest incidence of children from low income families.

Content of the programs varied greatly among the participating schools. All of the schools included instruction in remedial and supplementary reading. Other subject areas included were art, music, physical education, math, science, social studies for elementary grades; business education, driver training English, social studies, science and physical education for high school. Each school had a program individually designed to meet the most important needs of its educationally disadvantaged students.

NAME OF SYSTEM: Dougherty County PROJECT NUMBER: 047-047-R69-1

NAME OF PROJECT: Diagnostic and Remedial Reading Clinic, Curriculum Materials Center, Food Service

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $477,697

NUMBER OF PARTICIPATING CHILDREN: 2,567

SUMMARY SUBMITTED BY: H. W. Henderson, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 18 OTHER PROFESSIONAL: 15

AIDES: 0 OTHER NON-PROFESSIONAL: 11

ACTIVITIES:
- English-Reading
- Class for Trainable Retarded
- Homebound Instruction

SUPPORTIVE SERVICES:
- Food
- Health-Medical
- Psychological
- Social Work
- Speech Therapy
- Transportation
- Curriculum Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

The major emphasis of this project covered three main areas. A Reading Clinic trained teachers; supplemental instructional materials were provided through a materials center; and a food services program provided a balanced noon meal for the economically deprived children in the target schools. These main areas were supported by other activities such as psychological services, social case worker services, speech therapy, homebound instruction, maintenance of a class for trainable retarded children, pupil transportation and librarian services.

In workshops, lectures and closely supervised practical experiences, classroom teachers from Title I schools were trained in diagnosing and correcting reading disabilities and in adapting instruction and instructional materials to the needs of students. Teachers participated in this program for six months. Part of their time was spent working with students in small groups. The students were brought by bus from their schools to the clinic. The remainder of the teachers' time was spent teaching in their content areas in their schools. Here they were closely supervised by reading specialists who assisted them in individualizing instruction in a classroom situation. The goal was to enable teachers to become more effective teachers with emphasis on reading as a communicative process vital to learning. The Materials Center furnished pick up and delivery service on films, filmstrips, records and many other materials provided easy access for teachers.

This program endeavored to eliminate the gap between students classified as economically, culturally and educationally deprived and those categorized as middle class.

NAME OF SYSTEM: Dougherty County **PROJECT NUMBER:** State 047-047-S69-2

NAME OF PROJECT: Reading Clinic, Materials Center, Summer Enrichment Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS **APPROVED FOR THIS PROJECT:** $152,255

NUMBER OF **PARTICIPATING CHILDREN:** 1,725

SUMMARY **SUBMITTED BY:** H. W. Henderson, Title I Coordinator

TITLE I **PERSONNEL:** **TEACHERS:** 105 **OTHER PROFESSIONAL:** 38

AIDES: 0 **OTHER NON-PROFESSIONAL:** 19

ACTIVITIES:
- Art
- Business Education
- Reading
- English
- Home Economics
- Industrial Arts
- Mathematics
- Music
- Physical Education
- Natural Science
- Other Vocational Education
- Driver Education

SUPPORTIVE SERVICES:
- Food
- Library
- Psychological
- Speech Therapy
- Transportation
- Curriculum Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

Noting that traditional summer study programs served to help make up failures and seemed to have little effect on long term improvement of individual academic progress, planners felt that objectives of summer study must be reexamined in the light of serving individual needs of Title I students. These needs were identified as basic skill deficiencies, supplemental study interests and improved program evaluation.

In order to meet these identified needs a program was planned to provide non-credit summer instruction and supervision devised to cover academic skills, areas of identified student interests and teaching improvement. A vital service of this project was the continuation of the Dougherty County Reading Clinic and Materials Center. This Center provided remedial reading, speech therapy and psychological services as well as equipment and teaching aids.

It was felt that the main objective of helping these children was to improve their roles as individuals in society; therefore, an in-service program for teachers was developed to define the special social and psychological problems of the disadvantaged child, to seek solutions to these problems and to carefully evaluate plans and progress.

A director was employed who worked with an administrative assistant, 13 school principals, six curriculum area coordinators and 119 teachers and librarians and outside consultants.

The main objective of this program was to help the students involved to overcome some of their problems and to reduce the cultural differences of the disadvantaged.

NAME OF SYSTEM: Douglas County PROJECT NUMBER: 048-048-R69-1

NAME OF PROJECT: Reading and Science Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $100,619

NUMBER OF PARTICIPATING CHILDREN: 647

SUMMARY SUBMITTED BY: Delphine A. Bozardt, Science Consultant and Evaluation

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 1

AIDES: 7 OTHER NON-PROFESSIONAL: 8

ACTIVITIES: English-Reading
Natural Science

SUPPORTIVE SERVICES: Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

Reading teachers worked with small groups on corrective reading for a grading period in an assigned school. The reading coordinator taught four classes of students and their teacher. The program was designed to concentrate on a certain group of pupils and to improve the skills of their regular teachers. This special arrangement took place Tuesday, Wednesday and Thursday. Science instruction was carried out on the same basis in R. L. Cousins School on Tuesday, Wednesday and Thursday.

The science consultant carried out enrichment programs in other schools. Some of these have been work with terrariums (19), aquariums (37), rock and mineral demonstrations using hardness points and diamond saw (31), sea shells, commercial value (57), discussions and demonstrations of economic minerals (17), and gem minerals (11), discussion of our environment and its improvement (9) (very few request it), the classification of living things (17 sessions at junior high).

In reading, new materials that were used in cooperative teaching were furnished the co-op teacher to hold for her regular use when working alone with her class and the same is true of the science work.

Science kits were used in elementary in-service demonstration work and one set was furnished for each teacher to carry back to her school. The cost was about $150.00 per teacher. The Materials Center was the base of operations and handled all equipment and supplies.

NAME OF SYSTEM: Douglas County **PROJECT NUMBER:** 048-048-S69-2

NAME OF PROJECT: Cultural Enrichment

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $21,674

NUMBER OF PARTICIPATING CHILDREN: 200

SUMMARY SUBMITTED BY: H. Eugene Sheets, Director, Secondary Education

TITLE I PERSONNEL: **TEACHERS:** 12 **OTHER PROFESSIONAL:** 3

AIDES: 8 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES: Cultural Enrichment **SUPPORTIVE SERVICES:** Food
Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

The Douglas County Enrichment Summer School was conducted at Eastside School. The total enrollment in the summer school program was approximately 200 students.

The intent of this program was to help improve the child's self image, his educational interest and his achievement through the use of highly motivational techniques and methods of instruction.

The children who participated in the summer school program were students currently enrolled in grades 4 through 6 in the Douglas County Schools. They were nominated by their teachers and have been identified as economically deprived and/or under-achieving children.

The teachers used a variety of new and supplementary equipment and materials that were provided in their areas to help motivate the children with refreshing and enriching educational experiences and activities. Video equipment was included. The teacher did not use the traditional textbook, tests, homework assignments approach. Home visits by the teachers were a vital part of the program.

A supervisor, eight teachers, one librarian, one field trip coordinator, one counselor supervisor, one speech therapist, one reading teacher and eight teacher aides were employed for the program. The following areas were taught as an outgrowth of planned community experiences: mathematics, reading language arts, science and physical development.

NAME OF SYSTEM: Dublin City PROJECT NUMBER: 087-219-R69-1

NAME OF PROJECT: Kindergarten, Reading, Music, EMR, Physical Education, Food Service, Health Service

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED **FOR THIS PROJECT:** $146,740

NUMBER OF **PARTICIPATING CHILDREN:** 1,263

SUMMARY SUBMITTED **BY:** S. R. Lawrence, Superintendent

TITLE I **PERSONNEL:** **TEACHERS:** 6 **OTHER PROFESSIONAL:** 2

AIDES: 7 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
Reading
Music
Physical Education
EMR
Kindergarten

SUPPORTIVE SERVICES:
Food
Health-Dental
Health-Medical

NARRATIVE **DESCRIPTION OF PROJECT:**

The kindergarten program was designed to provide five-year-olds with a prolonged reading readiness period, since many of them enter school with inadequate language skills and are severely retarded in readiness for reading. Materials such as Dandy Dog's Early Learning Program, the Peabody Language Development Kit, tape recordings and filmstrips were used. Programs which enhance listening skills and opportunities for using language were some of the techniques used to meet the unique needs of these children.

The developmental reading program began in the kindergarten and continued in the following grades. This program used pupil-dictated stories and multi-level self-help reading materials such as the SRA reading and listening laboratories, Scott Foresman Multi-Ethnic Readers, Reader's Digest Skill Builders and others that enrich the program.

The music program was designed to develop musical ability through participation in activities such as singing, recognizing rhythm and listening to music to establish a background for appreciation.

Physical education equipment such as basketballs, baseballs, bats, jump ropes, footballs and softballs was utilized in this program to develop the child's general muscular coordination and sense of good sportsmanship.

The EMR program attempted to enable the retarded child to function in the classroom and school and to find a useful place in society. The program used an assortment of materials, teachers with special training and classes with reduced pupil-teacher ratios.

Approximately 615 children received free hot meals at lunch. Also, the kindergarten children were served a snack at mid-morning. Approximately 300 children received dental and/or medical aid under the program.

NAME OF SYSTEM: Dublin City PROJECT NUMBER: 219-087-S69-2

NAME OF PROJECT: Kindergarten, Remedial Reading, Grades 1-8 - Remedial Work Grades 9-12

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $114,779

NUMBER OF PARTICIPATING CHILDREN: 820

SUMMARY SUBMITTED BY: S. R. Lawrence, Superintendent

TITLE I PERSONNEL: TEACHERS: 41 OTHER PROFESSIONAL: 6

AIDES: 41 OTHER NON-PROFESSIONAL: 22

ACTIVITIES:
- Remedial Reading
  Grades 1-8
- Remedial English
  Grades 9-12
- Remedial Math
  Grades 9-12
- Remedial Science
  Grades 9-12
- Remedial Social Science
  Grades 9-12
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Health-Dental
- Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

Teachers involved in the summer program had a four-or five-year degree. Aides were college students or prospective college students.

Several types of developmental reading programs were used: Prentice-Hall, Advantage Series; Bobbs-Merrill, Developmental Reading Series; Scott-Foresman, Open Road Series (written for disadvantaged); The Steck Co., Reading Essential Series; SRA Reading Laboratory - all grade levels; Charles Merrill Diagnostic Reading Program and Phonics Skilltext Series; Webster-McGraw, Hill, Structural Reading Program.

The individualized method of instruction was used. In this approach there were many children who made from six-to eight-months progress in eight weeks.

Equipment was adequate and all supplies requested by teachers were ordered.

The atmosphere for learning was good: small classes with a teacher's aide; good meals; dental work and fitted glasses for children who had been neglected. All this was important in making the summer reading program beneficial.

NAME OF SYSTEM: Elbert County **PROJECT NUMBER:** 052-052-R69-1

NAME OF PROJECT: Academic and Cultural Improvement

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $207,798

NUMBER OF PARTICIPATING CHILDREN: 1,147

SUMMARY SUBMITTED BY: R. G. Bryan, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 13 **OTHER PROFESSIONAL:** 9

AIDES: 10 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
English-Reading
Music
Physical Education/Recreation
Natural Science
Social Science
Driver Training

SUPPORTIVE SERVICES:
Attendance
Clothing
Food
Health-Medical
Library
Nurse
Social Work

NARRATIVE DESCRIPTION OF PROJECT:

The primary objective of this project was to improve the educational and cultural opportunities of the disadvantaged children in Elbert County.

Remedial reading teachers, additional classroom teachers, librarians, music teachers, kindergarten teachers and other personnel were employed in order to improve the opportunities for the children included in this project.

Some children also received free lunches and some clothing.

NAME OF SYSTEM: Emanuel County **PROJECT NUMBER:** 053-053-R69-1

NAME OF PROJECT: Improving, Expanding and Enriching

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $277,960

NUMBER OF PARTICIPATING CHILDREN: 1,930

SUMMARY SUBMITTED BY: R. H. Skinner, Coordinator, Title I

TITLE I PERSONNEL:	**TEACHERS:**	19	**OTHER PROFESSIONAL:**	2
	AIDES:	26	**OTHER NON-PROFESSIONAL:**	11

ACTIVITIES:	English-Reading Industrial Arts Physical Education Kindergarten	**SUPPORTIVE SERVICES:**	Food Health-Medical Library

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to improve, expand and enrich the curriculum of schools with high concentrations of children from low-income families. Students participating in the project were in classes from kindergarten through high school.

Instruction was in remedial reading, kindergarten, industrial arts and physical education. In these areas materials and supplies were provided at the request of teachers. Materials were chosen to provide readiness and experience situations for children who were not achieving at a satisfactory level. Classes in the areas of this project were smaller than regular school classes so that motivation and the meeting of individual needs could be accomplished. Equipment was provided to improve verbal and non-verbal functioning and experience in learning situations.

Food, snacks and limited medical care were available to students.

As a result of these activities attendance improved and parents became keenly interested in the activities of their children. Agencies such as the Department of Family and Children Services cooperated in order to improve the opportunities in education for deprived children.

NAME OF SYSTEM: Emanuel County **PROJECT NUMBER:** 053-053-S69-2

NAME OF PROJECT: Improving, Expanding and Enriching

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $94,413

NUMBER OF PARTICIPATING CHILDREN: 495

SUMMARY SUBMITTED BY: R. H. Skinner, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 26 **OTHER PROFESSIONAL:** 7

AIDES: 26 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
English-Reading
English-Speech
Industrial Arts
Mathematics
Physical Education
Natural Science
Social Science
Driver Education

SUPPORTIVE SERVICES:
Food Services
Health-Dental
Health-Medical
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer school program was staffed with 26 professionally trained teachers who were selected and assigned according to their training and experience. All teachers had at least a four-year college teaching certificate and several had a five-year college certificate or above. All aides had completed high school and/or one or more years of college training.

A wide variety of equipment and supplies was used in the summer program. Filmstrips were used that portrayed stories that were interesting but on the children's level. Games, charts and flash cards were used in phonics. Play money, flash cards and Bingo games were used especially in reading. The Carousel was quite a versatile piece of equipment. It was used in reading and math. Miniature clocks were used to teach time.

Methods of teaching employed placed emphasis on enriching the life of the educationally deprived child. Children wrote stories of their own experiences. Besides being encouraged to express through the written word, they were also urged to express themselves orally. Sales papers and the Sears, Roebuck Catalog were used by the children to compose verbal problems of a practical nature. Provision was made for every available opportunity of oral reading. Newspapers, the Hoffman Reader and other reading materials appealing to reluctant readers were provided. Field trips to points (within 100 miles) related to the interests and areas of study were scheduled for these children.

NAME OF SYSTEM: Evans County **PROJECT NUMBER:** 054-054-R69-1

NAME OF PROJECT: Expansion and Enrichment of the Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $114,017

NUMBER OF PARTICIPATING CHILDREN: 983

SUMMARY SUBMITTED BY: Lillian Eason, Coordinator

TITLE I PERSONNEL:	**TEACHERS:**	18	**OTHER PROFESSIONAL:**	0
	AIDES:	0	**OTHER NON-PROFESSIONAL:**	5

ACTIVITIES:
- Public School Music
- Physical Education/Recreation
- Special Activities for the Handicapped
- Kindergarten

SUPPORTIVE SERVICES:
- Library
- Custodial Services
- Coordinator for Integration

NARRATIVE DESCRIPTION OF PROJECT:

Thirty-two classroom desks were purchased for the two special education classes and 175 cots were purchased for the kindergarten children since they remained in school the entire day.

Necessary instructional materials and supplies were purchased to carry on the various activities. Special programs of instruction were purchased for the kindergarten and the special education classes. The kindergarten and special education classes were especially designed to meet the needs of the educationally deprived child in the school system. The teachers and the pupils in both activities were integrated and the instructional materials selected were designed to improve verbalization and communication skills that would lead to reading and reading readiness. The children in these two classes were given the Gesell Developmental Test twice during the year and on the basis of the test results they were placed in groups for special instruction in needed areas. The primary aim in these activities was to help the child make the social, emotional and education adjustment to school that would insure his staying in school until graduation.

NAME OF SYSTEM: Evans County PROJECT NUMBER: 054-054-S69-2

NAME OF PROJECT: A Summer Enrichment and Remedial Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $24,559

NUMBER OF PARTICIPATING CHILDREN: 245

SUMMARY SUBMITTED BY: Lillian Eason, Coordinator, ESEA I

TITLE I PERSONNEL: TEACHERS: 14 OTHER PROFESSIONAL: 2

AIDES: 0 OTHER NON-PROFESSIONAL: 2

ACTIVITIES:
EMR
Kindergarten
First Grade
Remedial Reading
Remedial Mathematics

SUPPORTIVE SERVICES:
Food
Guidance Counseling

NARRATIVE DESCRIPTION OF PROJECT:

Children were selected to participate in the summer project on the basis of educational and cultural lag. They came from deprived homes. It was expected that the summer project would help these children overcome this lag and enable them to compete more nearly on an equal basis with their peers.

The teachers selected to work in the summer program were certified teachers and experienced in the area in which they were teaching. They worked with small groups of children in an intensive effort to help them.

The equipment owned by the school system was available for the summer program. Necessary materials and supplies were purchased. The instructional material was new to the children and it was designed to raise the performance level of the child through intensive use in a relatively short time.

NAME OF SYSTEM: Fannin County **PROJECT NUMBER:** 055-055-R69-1

NAME OF PROJECT: Expanding, Improving and Enriching Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $168,583

NUMBER OF PARTICIPATING CHILDREN: 763

SUMMARY SUBMITTED BY: Cecil W. Davis, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 19 **OTHER PROFESSIONAL:** 1

AIDES: 17 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
English-Reading
English-Other Language Arts
Music
Social Science

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to offer instruction not otherwise available in English, music, reading, language and social science to educationally deprived children. It involved the employment of 17 additional teachers to decrease class size and offer more specialized instruction in the above areas. In each of the schools involved the principal was responsible for coordinating the program with the regular school program. With the exception of the music area, most of the equipment used had been purchased with previous Title I funds. This included such things as slide projectors, overhead projectors, Hoffman Readers, SRA reading labs, maps, globes, models and consumable materials purchased with local funds. In the music area band instruments, instruction booklets and sheet music were purchased. In this area the music teachers worked in a coordinated program between the elementary and secondary schools.

Interviews with teachers and music programs presented in the various schools indicated the project had a significant impact on the children it was designed for.

NAME OF SYSTEM: Fannin County **PROJECT NUMBER:** 055-055-S69-2

NAME OF PROJECT: Summer Enrichment and Remedial Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $40,000

NUMBER OF PARTICIPATING CHILDREN: 705

SUMMARY SUBMITTED BY: Cecil W. Davis, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 23 **OTHER PROFESSIONAL:** 9

AIDES: **OTHER NON-PROFESSIONAL:** 15

ACTIVITIES:
English-Reading
English (Other)
Mathematics
Physical Education/Recreation
Natural Science
Social Science
Driver Education

SUPPORTIVE SERVICES:
Guidance
Counseling
Library

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to offer small group, specialized instruction in the above areas to educationally deprived children. It involved the employment of certified teachers. Librarians were employed to provide resources for further study. Many and varied types of equipment and supplies were used. Among these were slide projectors, overhead projectors, Hoffman Readers, SRA Reading Labs, maps, globes, models and gym equipment purchased under previous Title I projects.

Class size was held down as much as demand would permit. Teachers attempted to create an atmosphere where relaxed students could learn at their level of learning. The pressure of grades and competition was reduced. Much individual attention was given to each child. In the secondary schools students earned credit, but again the emphasis was placed on individual effort and attention.

It is premature to say just what impact the project will have on these children. However, from observation of classroom activity, one would suppose the impact will not be minor.

NAME OF SYSTEM: Fayette County **PROJECT NUMBER:** 056-056-R69-1

NAME OF PROJECT: Enrichment and Remediation in Selected Academic Areas

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $57,215

NUMBER OF PARTICIPATING CHILDREN: 2,690

SUMMARY SUBMITTED BY: A. Eugene Bowers, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 5 **OTHER PROFESSIONAL:** 2

AIDES: 10 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
Art
Business Education
Music
Special Remedial Assistance
Clerical Educational Aides

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

The main thrust of the Title I program for the 1968-69 school term was the provision for special remedial assistance teachers to help students with needs for special or individual remedial assistance on the elementary level. On the high school level an art teacher was provided half-time and a business education teacher and a music teacher were added full-time. These activities hopefully changed the attitudes of the students toward school and raised the interest level of these students in many areas.

Clerical-education aides were provided to assist teachers in the classrooms and in the office or library. This allowed teachers and principals to spend more time with the program. One person was added to work one-fourth time as director of school food services and one-half time as teacher of health and nutrition.

NAME OF SYSTEM: Fayette County **PROJECT NUMBER:** 056-056-S69-2

NAME OF PROJECT: Remediation in Selected Academic Areas

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $23,861

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: A. Eugene Bowen, Superintendent

TITLE I PERSONNEL:	**TEACHERS:**	12	**OTHER PROFESSIONAL:**	5
	AIDES:	2	**OTHER NON-PROFESSIONAL:**	8

ACTIVITIES:	English-Reading Mathematics Natural Science Social Science Special Remedial Assistance	**SUPPORTIVE SERVICES:**	Library Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer project for the Fayette County School was a remedial program and provided for teachers to assist deprived children on both the elementary and high school levels who were in need of remedial assistance.

A low pupil-teacher ratio was maintained and educational aides were provided. This made it possible for individual assistance to be given those who needed it.

Library services, transportation services and related services were provided.

NAME OF SYSTEM: Fitzgerald City **PROJECT NUMBER:** 009-220-R69-1

NAME OF PROJECT: Curriculum Development and Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED **FOR THIS PROJECT:** $161,648

NUMBER OF **PARTICIPATING CHILDREN:** 670

SUMMARY SUBMITTED **BY:** John H. Seanor, Title I Coordinator

TITLE **I PERSONNEL:** **TEACHERS:** 7 **OTHER PROFESSIONAL:** 1

AIDES: 8 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
English-Reading
Mathematics
Music
Physical Education

SUPPORTIVE SERVICES:
Attendance
Food
Library
Transportation

NARRATIVE **DESCRIPTION OF PROJECT:**

Educational improvement projects through Title I covered eight areas in the Fitzgerald city system and affected 670 school children. These projects were designed to improve the educational achievements of disadvantaged children. The English-Reading program reached 275 pupils who were reading below grade level. Substantial gains were made in raising the reading level of these children through the use of experienced teachers, materials and equipment.

The remedial math program affected 150 pupils who were more than one year below actual grade placement. This program was enhanced by the use of a mathematics laboratory purchased with Title I funds in 1966.

The music program at the Monitor school, which has a high percentage of economically deprived children, provided instruments for pupils who were financially unable to purchase their own.

The physical education program provided health and physical education programs for children who were in poor health and poor physical condition.

The food service provided a balanced meal for undernourished children. This food service, in conjunction with the physical education program, made a substantial contribution to the health of 320 underprivileged children.

The attendance service was largely responsible for the 96% attendance average maintained by pupils engaged in Title I activities.

The library service provided by Title I was used to great advantage with the English-Reading and contributed greatly to its success.

The transportation service contributed to the success of the music and physical education programs by providing transportation for festivals, clinics and field trips that would have otherwise been impossible to attend.

NAME OF SYSTEM: Fitzgerald City **PROJECT NUMBER:** 009-220-S69-2

NAME OF PROJECT: Curriculum Development and Improvement

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $48,747

NUMBER OF PARTICIPATING CHILDREN: 555

SUMMARY SUBMITTED BY: John H. Seanor, Title I Coordinator

TITLE I PERSONNEL:

TEACHERS:	24	**OTHER PROFESSIONAL:**	4
AIDES:	15	**OTHER NON-PROFESSIONAL:**	2

ACTIVITIES:
English-Reading
Mathematics
Music
Physical Education
Handicapped-Deaf and Hard of Hearing
Science
Social Science
Kindergarten

SUPPORTIVE SERVICES:
Food
Library
Social Work

NARRATIVE DESCRIPTION OF PROJECT:

Educational improvement projects covered twelve areas in the Fitzgerald City School System during the summer and affected 555 school children. The English-Reading program was designed to help pupils who were reading below grade level. The remedial math program provided reeducational experience for pupils who were more than one year below actual grade placement. This program was enhanced by the use of a mathematics laboratory. A qualified teacher was hired to teach the deaf, hard of hearing and pupils with serious speech defects. Special methods were used. One audiotory training unit with four walk-away units was purchased. This unit helped greatly in communicating with deaf and hard of hearing students and special emphasis was placed on speech training and development; concentration on and discrimination of speech over selected background noise. This unit also helped to preserve the speech of a child and his memory of sound and to retain and further develop speech and sound perception. This program is the only one of its kind located in this area and has been acclaimed for the service it has rendered to these handicapped children. The physical education-recreation program provided activities for deprived children that would not have been available. The kindergarten program was planned for children expected to attend public schools next year. This helped educationally deprived children achieve school readiness. The science and social studies programs provided remedial help for children experiencing difficulty in these areas. The music program provided instruments and equipment for pupils who were financially unable to purchase their own. The food service provided a balanced meal for undernourished children. The library service was used to great advantage with the English-Reading.

NAME OF SYSTEM: Floyd County **PROJECT NUMBER:** 057-057-R69-1

NAME OF PROJECT: Remedial Reading and Cultural Enrichment Program

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $107,110

NUMBER OF PARTICIPATING CHILDREN: 519

SUMMARY SUBMITTED BY: H. A. Lindsey, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 9 **OTHER PROFESSIONAL:** 4

AIDES: 1 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
Art
English-Reading
Music

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

A special remedial program in reading was conducted for 428 pupils who were one or more years retarded in their reading level. Individual or small group diagnostic and remedial training instruction was offered by specialists to raise the reading levels of these pupils. Results exceeded expectations.

Music and art activities were provided to offset cultural deprivation of 490 pupils. Direct pupil involvement in these enriching experiences produced results beyond original projections.

Materials and equipment of sufficient quantity were provided from sources other than Title I funds. This school year approximately 60 pupils were given an individual three-hour diagnostic test using a mobile reading laboratory purchased with 1965-66 Title I funds.

NAME OF SYSTEM: Forsyth County **PROJECT NUMBER:** 058-058-R69-1

NAME OF PROJECT: Enriched Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $83,303

NUMBER OF PARTICIPATING CHILDREN: 682

SUMMARY SUBMITTED BY: John H. Lummus, Federal Projects Coordinator

TITLE I PERSONNEL: **TEACHERS:** 7 **OTHER PROFESSIONAL:** 4

AIDES: 22 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES: English
Language Arts

SUPPORTIVE SERVICES: Community Services

NARRATIVE DESCRIPTION OF PROJECT:

Seven part-time teachers were employed at Forsyth County High School, and five aides worked with these teachers. Together they worked with approximately 100 students, the largest group being in the ninth grade. This was to provide remedial and extended experiences in the communication skills in the English language arts.

Some 45 of these students received special tutoring, about 1 hour daily, while 55 were not tutored but were in the regular classroom. In the tutorial program 16mm projectors, record players, filmstrip machines, overhead projectors, Educational Development Reading Lab, Science Research Associates Reading Labs, filmstrips, recordings, etc. were used in teaching the communication skills. Also, specially prepared materials were used with this group. As part of their daily training they were given group counseling by a certified counselor.

The special curriculum for this group of 45 students was worked out around special projects involving industrial arts for the boys and home economics for the girls. The total curriculum was project oriented.

All of the audiovisual aids and materials were also available to the group which did not receive special tutoring.

In the elementary program there were 17 aides who assisted the language arts teachers by relieving them of non-teaching duties, thus making more time available for instruction by the professional staff. Some 582 children were reached in this portion of the project. In the community services some 30 children received clothes, glasses, dental care, etc.

Additional instructional materials were provided through this project. There were already available 16mm projectors, filmstrip machines, record players, ETV, overhead projectors, and a fairly large body of materials to be used with the A-V equipment in the elementary school program.

NAME OF SYSTEM: Forsyth County PROJECT NUMBER: 058-058-S69-2

NAME OF PROJECT: Enriched Curriculum

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $41,195

NUMBER OF PARTICIPATING CHILDREN: 363

SUMMARY SUBMITTED BY: Clarence Lambert, Superintendent

TITLE I PERSONNEL: TEACHERS: 20 OTHER PROFESSIONAL: 5

AIDES: 17 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
Natural Science
Social Science
Special Activities
for Handicapped
Kindergarten

SUPPORTIVE SERVICES:
Social Work
Speech Therapy
Student Body
Activities

NARRATIVE DESCRIPTION OF PROJECT:

This project had broad coverage from kindergarten to high school. The various areas included a staff of 16 elementary teachers with 13 aides for kindergarten; one teacher and one aide for natural science; one teacher and one aide for social studies; one EMR teacher, one aide, one speech therapist, one social worker and one curriculum supervisor who worked with all programs. Equipment consisted of three filing cabinets and one liquid duplicator for the kindergarten. Other supplies consisted of teaching materials and supplies for all areas including test materials.

Both the Georgia Department of Education and the Ninth District personnel were aware of and approved of the kindergarten methods of teaching. Ninth District personnel helped establish a long-range program of readiness tests and a five year follow through to help determine students' needs as they enter school and help teachers teach to meet these needs.

The EMR class was part of a continuing and increasing effort to meet the special needs of these children. A certified EMR teacher and speech therapist worked with this group.

NAME OF SYSTEM: Franklin County PROJECT NUMBER: 059-059-R69-1

NAME OF PROJECT: To Improve Education Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $156,581

NUMBER OF PARTICIPATING CHILDREN: 1,046

SUMMARY SUBMITTED BY: Claude Cash, Coordinator Title I

TITLE I PERSONNEL: TEACHERS: 16 OTHER PROFESSIONAL: 7

AIDES: 11 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
English-Reading
Mathematics
Music
Physical Education/Recreation
Natural Science
Special Activities for Handicapped

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Franklin County's Title I project for 1968-69 was mainly an instructional and an enrichment program. Most of the people employed under this program taught in normal classroom situations except for the special classes for the retarded and the teachers working in our reading laboratory.

No special equipment or supplies were purchased for these activities.

This program improved the teacher-pupil ratio and gave the teacher more time for individual instruction.

NAME OF SYSTEM: Franklin County PROJECT NUMBER: 059-059-S69-2

NAME OF PROJECT: To Improve Education Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $59,041

NUMBER OF PARTICIPATING CHILDREN: 960

SUMMARY SUBMITTED BY: Charles E. Cash, Coordinator

TITLE I PERSONNEL: TEACHERS: 62 OTHER PROFESSIONAL: 1

AIDES: OTHER NON-PROFESSIONAL: 32

ACTIVITIES:
- Art
- Business Education
- English-Reading
- Mathematics
- Music
- Physical Education & Recreation
- Natural Science
- Social Science
- Kindergarten
- Driver Education

SUPPORTIVE SERVICES:
- Library
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Franklin County Board of Education's summer project consisted of enrichment and make-up activities for any student in Franklin County who needed to participate. These activities were carried on in each of our Title I schools.

This gave the Title I students in Franklin County an opportunity to participate in programs over and above their regular school work.

NAME OF SYSTEM: Fulton County PROJECT NUMBER: 060-060-S69-1

NAME OF PROJECT: Kindergarten or Preschool plus Primary Reading Program for Grades One, Two and Three

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $237,743

NUMBER OF PARTICIPATING CHILDREN: 1,003

SUMMARY SUBMITTED BY: Douglas G. MacRae, Deputy Superintendent

TITLE I PERSONNEL: TEACHERS: 73 OTHER PROFESSIONAL: 28

AIDES: 43 OTHER NON-PROFESSIONAL: 55

ACTIVITIES: Kindergarten or Preschool
Primary Reading Program

SUPPORTIVE SERVICES: Food Services
Medical and Dental Services
Transportation Services
Maintenance and Operation Services
Community Services

NARRATIVE DESCRIPTION OF PROJECT:

This project was an enriched activity program for pre-school children and a remedial reading program for children identified as having reading problems by their teachers. Such children were in grades one, two and three.

The kindergarten program was designed to enrich the lives of deprived children through the provision of well planned classroom experiences. The staff for the program included certified classroom teachers and principals, professional supervisors, professionally certified elementary librarians and professionally certified social workers. The non-professional staff included library aides and clerical workers and aides.

Field trips were provided and abundant opportunities for discovery and experimentation on the part of the children were also provided.

The reading program was addressed to the needs of disabled readers among deprived children and was under the direction of certified teachers and principals, supervisors, librarians and social workers.

The chief impact of the first program was that it enabled preschool children to have a far greater degree of readiness for first grade work than they would have without the program. The chief impact of the second program was that it helped to cure reading weaknesses, which if left alone, would remain with the pupil throughout all subsequent schooling and life itself.

NAME OF SYSTEM: Gainesville City **PROJECT NUMBER:** 221-069-R69-1

NAME OF PROJECT: Kindergarten, Music, Art and Reading

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $111,092

NUMBER OF PARTICIPATING CHILDREN: 650

SUMMARY SUBMITTED BY: Otis M. Ellenburg, Assistant Superintendent

TITLE I PERSONNEL: **TEACHERS:** 7 **OTHER PROFESSIONAL:** 1

AIDES: 8 **OTHER NON-PROFESSIONAL:** 8

ACTIVITIES:
- Art
- English-Reading
- Music
- Pre-kindergarten
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Health-Dental
- Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

The kindergarten program provided a background of experience necessary to academic success for 120 children. The Language Arts and Verbal Learning Program developed by the R&D Center at the University of Georgia, Addison-Wesley math materials, SRA Social Studies unit and a variety of supplementary supplies were used in implementing the program. One teacher and one aide were employed for each unit of 30 children. In addition lunches, field trips and health services were provided.

Scores on the Metropolitan Readiness Test indicated that most of these students would be ready for first grade next fall. General improvement in attitude as well as individual skill areas was noted by the instructors.

The reading program under the direction of the coordinator focused on meeting the special needs of educationally deprived children by evaluating skill deficiencies and supplying appropriate materials and in-service training. New materials and innovative instructional methods were used to improve students' ability to communicate.

Art and music experiences were provided through the employment of two music instructors and one art teacher. These experiences were designed to fill a cultural void and stimulate students to greater creativity and aesthetic appreciation.

NAME OF SYSTEM: Gainesville City PROJECT NUMBER: 069-221-S69-2

NAME OF PROJECT: Language Arts

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $36,109

NUMBER OF PARTICIPATING CHILDREN: 120

SUMMARY SUBMITTED BY: Otis M. Ellenburg, Jr., Assistant Superintendent

TITLE I PERSONNEL: TEACHERS: 12 OTHER PROFESSIONAL: 2

AIDES: 0 OTHER NON-PROFESSIONAL: 7

ACTIVITIES: Language Arts SUPPORTIVE SERVICES: Food
Health-Medical
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The language arts program for the summer of 1969 employed a number of materials and instructional methods not ordinarily used in the school system during the regular term. All teachers used Spice and Create as resource guides for creative experiences. Students used Making Sounds Work With Write and See, Language Lotto, Match-and-Check, First Talking Alphabet, St. Louis Speech Improvement Program, Get Set, Spelling Learning Games, Sights-and-Sounds Cassettes, Spoken Arts Cassette Library, Pleasure Paperback Collection, SRA Listening Skills Program, Cracking the Code, Specific Skills Series, Ananse Tales, Literature Contact Units (Maturity, Prejudice, and Law), Phonics We Use Learning Games, Visual Experiences for Creative Growth, Pacemaker Blue and Imagine and Write.

Equipment used included overhead, movie and slide projectors plus closed-circuit TV, tape recorders and Language Masters.

The summer language arts program attempted to integrate all forms of expression into a unified course of study aimed at stimulating and developing the communication skills of deprived youngsters. The program was organized into three groups (grades one through three, four through six, and seven through nine) and followed a team teaching and planning format. Special emphasis was given to meeting the communication needs of individual students through team effort and the incorporation of art, music, and physical education into the program as modes of communication. Periodic field trips were made as a means of supplying and extending a background of experiences necessary to effective communication.

By using 14 teachers with 120 students, the Gainesville City School System felt that it could stimulate such students to change or modify their negative attitudes towards school and perhaps supply them with communication skills that would allow them to function adequately in a formal school setting.

NAME OF SYSTEM: Gilmer County PROJECT NUMBER: 061-061-R69-1

NAME OF PROJECT: Improving Reading and Other Skills

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $125,256

NUMBER OF PARTICIPATING CHILDREN: 725

SUMMARY SUBMITTED BY: U. S. Worley, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 4 OTHER PROFESSIONAL: 1

AIDES: 26 OTHER NON-PROFESSIONAL: 0

ACTIVITIES:
English-Reading
Home Economics
Music
Physical Education
Vocational Agriculture
Driver Education

SUPPORTIVE SERVICES:
Food
Guidance
Library

NARRATIVE DESCRIPTION OF PROJECT:

The chief emphasis was upon the improvement of language skills, with supportive services from the libraries, the guidance counselor in the high school and the lunchrooms. Children were grouped within the class so as to make most effective use of modern machines and equipment for the improvement of reading. Special areas in the schools for this term were music, physical education and driver education. The following is a report on driver education:

The program was designed to acquaint the student with the fundamentals of driving skills and techniques and included 30 hours of classroom instruction and six hours of behind-the-wheel driving.

Emphasis was placed on recognition of traffic hazards and development of a sense of responsibility. Students also learned the significance and meaning of various traffic signs, signals and road markings.

Materials and equipment included an automobile, stanchions for off-street driving, magnetic traffic board, books, pamphlets, charts, overlays and a film library consisting of about 20 films covering all units of study.

Special instruction was provided by a representative from an insurance company. Students were required to keep a scrapbook of traffic accidents.

NAME OF SYSTEM: Gilmer County **PROJECT NUMBER:** 061-061-S69-2

NAME OF PROJECT: Kindergarten, Improving Reading and other Skills, Arts and Crafts, Recreation

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $40,122

NUMBER OF PARTICIPATING CHILDREN: 355

SUMMARY SUBMITTED BY: U. S. Worley, Coordinator Title I

TITLE I PERSONNEL: **TEACHERS:** 15 **OTHER PROFESSIONAL:** 2

AIDES: 7 **OTHER NON-PROFESSIONAL:** 0

ACTIVITIES:
English-Reading
Mathematics
Recreation
Social Studies
Kindergarten
Arts and Crafts

SUPPORTIVE SERVICES:
Food
Dental
Medical
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The kindergarten project consisted of four units each, using as a guide a programmed learning kit (two units each using the Peabody Language Development Kits level P and two using Kindergarten Evaluation of Learning Potential Kits) specifically designed to develop readiness for the preschool child. In addition to the kit the teacher had access to filmstrips appropriate to kindergarten level, projector, and record player with suitable records, plus adequate consumable materials and supplies.

Instruction followed the plan as presented in the programmed learning kits with variations as needed to meet requirements of the particular group. Each group was small, giving the instructor the opportunity for individual attention as needed.

The kindergarten project improved the learning readiness for the educationally deprived child and helped him to adjust to other children individually and in groups. He learned to play and to share with others before he entered school.

NAME OF SYSTEM: Glynn County **PROJECT NUMBER:** 063-063-R69-1

NAME OF PROJECT: Reading Improvement and School Readiness Project

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $148,628

NUMBER OF PARTICIPATING CHILDREN: 611

SUMMARY SUBMITTED BY: Sidney Boswell, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 13 **OTHER PROFESSIONAL:** 0

AIDES: 0 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES: English-Reading **SUPPORTIVE SERVICES:** Library

NARRATIVE DESCRIPTION OF PROJECT:

This program provided for 13 corrective reading teachers to be employed to work with 500 educationally deprived pupils in the Glynn County Schools. The plan called for three teachers at each of three school centers to work directly with first grade educationally deprived children on a reading readiness program. Ten teachers--eight elementary and two junior and senior high--provided a corrective reading program for pupils who were reading one year or more below grade level as determined by a standardized test. An individual reading inventory test was given to each pupil in order to determine a starting point for reading instruction.

The pupils left their assigned classrooms and met with the reading teachers in small groups (not over 10 pupils) for a 50-minute intensive reading period. The pupils were so scheduled that they also met with their regular classroom reading groups. Some pupils attended the corrective reading classes five days a week, others three days a week.

A variety of materials and methods was used when working with the educationally deprived pupils. The school library served as an important resource center for the reading improvement program.

NAME OF SYSTEM: Glynn County **PROJECT NUMBER:** 063-063-S69-2

NAME OF PROJECT: Academic Improvement Project

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $119,365

NUMBER OF PARTICIPATING CHILDREN: 2,150

SUMMARY SUBMITTED BY: R. E. Jonas, Assistant Superintendent

TITLE I PERSONNEL: **TEACHERS:** 62 **OTHER PROFESSIONAL:** 14

AIDES: 0 **OTHER NON-PROFESSIONAL:** 19

ACTIVITIES:
English-Reading
English-Speech
Mathematics
Natural Science
Social Science
Vocational

SUPPORTIVE SERVICES:
Social Work
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The English-Reading activity provided for 48 teachers to work with 920 pupils for six weeks at two school centers. Pupils were grouped according to need into small instructional units for two, three-hour sessions. A team approach in teaching allowed special abilities of teachers to be used.

The mathematics activity provided for 11 teachers to work with 360 students, grades five through 12, in three, two-hour sessions each day for six weeks. Instruction was given in small groups according to the needs of pupils.

In English-Speech, natural science and social studies activities pupils from grades seven through 12 were assigned to work in small groups for one, two-hour session each day for six weeks.

A vocational education program was offered during eight weeks of regular summer school. Courses were taught in refrigeration, air conditioning and heating, auto mechanics, masonry, carpentry, sheet metal, small gas engines, radio-TV electronics and printing or graphic arts. Tuition was paid for 50 pupils from low income families.

Eligible pupils who would benefit from attending eight weeks of regular summer school by receiving unit credit were given the opportunity to do so. Tuition was paid for 120 students from low income families who were enrolled for English-Speech, mathematics, natural science, social studies or the vocational courses.

Six fieldworkers contacted and counseled with parents and pupils who were dropouts or were potential dropouts. Fieldworkers encouraged pupils to take part in one or more of the summer activities.

A variety of materials, methods and techniques was used by teachers with educationally deprived pupils in the activities described above.

NAME OF SYSTEM: Gordon County **PROJECT NUMBER:** 064-064-R69-1

NAME OF PROJECT: Remedial Program in Critical Areas of Instruction

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $100,023

NUMBER OF PARTICIPATING CHILDREN: 1,011

SUMMARY SUBMITTED BY: Wayne L. Ashworth, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 1 **OTHER PROFESSIONAL:** 2

AIDES: 15 **OTHER NON-PROFESSIONAL:** 27

ACTIVITIES:
English
Reading
Music

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

One teacher, 15 teacher aides and nine clerical aides worked in this program to provide a curriculum adjusted to the needs of all culturally deprived children in the critical areas of English and reading. The teacher aides assisted in implementing this program, and they served in a variety of roles. They assisted teachers with small group instruction, gave various tests, supervised children on the playground, provided released time for teachers to plan and attend in-service meetings, kept records, scored tests, duplicated materials, mimeographed and compiled local curriculum guide materials and assisted in the audio visual program.

In order to meet the needs of culturally and economically deprived children in this school system, the program furnished one trained, qualified music teacher and purchased the necessary supplies and equipment to successfully carry out a music program. Some of the supplies and equipment purchased and used were a piano, a clarinet (for personal use of deprived child), sheet music, choral folios, rhythm claves, resonator bells, choir risers, etc.

Two-hundred and fifty children from low-income families were furnished lunches each day, at 30 cents per lunch, for a school term of 180 days. No employees were paid under Title I, and no equipment used was furnished by this agency.

In evaluating the reading and English program it is felt that the educationally and culturally deprived children were greatly helped. Increased interest, improved attitudes and better attendance were noted. Teachers who work with these children gave favorable reports.

NAME OF SYSTEM: Gordon County PROJECT NUMBER: 064-064-S69-2

NAME OF PROJECT: Remedial Program In Reading and Kindergarten Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $44,344

NUMBER OF PARTICIPATING CHILDREN: 435

SUMMARY SUBMITTED BY: Wayne L. Ashworth, Superintendent

TITLE I PERSONNEL:	TEACHERS:	19	OTHER PROFESSIONAL:	0
	AIDES:	19	OTHER NON-PROFESSIONAL:	21

ACTIVITIES: English-Reading
Kindergarten

SUPPORTIVE SERVICES: Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Nineteen professionally trained teachers and nineteen teacher aides worked in the Summer Program. These teachers and aides were supported by eight full and part-time janitors and fifteen bus drivers who drove county-owned buses to furnish transportation for 435 children from economically, culturally and socially deprived homes. Teachers and aides assisted in implementing this remedial program in the critical areas of reading, English and kindergarten. Recommended equipment included Choice Viewers, appropriate films, filmstrips, films, TV, record players, SRA kits and other approved equipment and materials. Milk and cookies were served as a mid-morning snack for each child.

Mental attitudes, comprehension skills, learning abilities, physical development and body care was improved. These daily experiences also provided enjoyment and improved social attitudes for children from economically, culturally and socially deprived homes.

3

NAME OF SYSTEM: Grady County **PROJECT NUMBER:** 065-065-R69-1

NAME OF PROJECT: General Curriculum Improvements

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $234,942

NUMBER OF PARTICIPATING CHILDREN: 1,510

SUMMARY SUBMITTED BY: James S. Rineer, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:** 3

AIDES: 10 **OTHER NON-PROFESSIONAL:** 6

ACTIVITIES:
- Art
- Cultural Enrichment
- English-Reading
- Home Economics
- Industrial Arts
- Music
- Physical Education

SUPPORTIVE SERVICES:
- Clothing
- Food
- Health-Dental
- Health-Medical
- Library
- Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

For the second year Title I funds provided homemaking and family living courses. An excellent homemaking course resulted from the efforts of high quality teachers. One young teacher in particular related well to the Negro girls and was a help to them as both a teacher and an adviser. Because many young people sought help with personal and dating problems, next year a strong unit in sex education will be added to the curriculum.

With such good teachers the program could take advantage of extra textbooks and other instructional aids to provide in-depth teaching. Teachers had various audio visual aids right at hand or easily accessible from the nearby Multi-Media Center.

NAME OF SYSTEM: Grady County **PROJECT NUMBER:** 065-065-S69-2

NAME OF PROJECT: Summer Enrichment Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $33,229

NUMBER OF PARTICIPATING CHILDREN: 320

SUMMARY SUBMITTED BY: C. L. Connell, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 16 **OTHER PROFESSIONAL:** 3

AIDES: 11 **OTHER NON-PROFESSIONAL:** 7

ACTIVITIES:
Reading
Music
Science
Art
Home Economics
Physical Education

SUPPORTIVE SERVICES:
Clothing
Food
Health-Dental
Health-Medical
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

On June 12, 1969, the Summer Enrichment Program began at Washington Consolidated School with major emphasis on reading and swimming. Teachers were chosen who had successful teaching experience in their assigned activities and who could be counted upon to develop an interesting approach. While each instructor was asked to develop teaching plans, no routine was prescribed. No new equipment was purchased and not too many supplies were needed; equipment and supplies were available from other schools not in session. Each activity had at least one aide to assist both teacher and pupil in a number of ways. There were two days of in-service training prior to the beginning of the program, and during this time the aides received their assignments. Classes began at 8:30 a.m. and each class was one hour and 15 minutes in length; after the first two periods there was a snack break. At 1:00 p.m., following third class, the children left for home. It is felt that this summer education program went far toward helping many educationally deprived children to keep close to the national norm for all children in their age group.

NAME OF SYSTEM: Greene County **PROJECT NUMBER:** 066-066-R69-1

NAME OF PROJECT: Academic Excellence in the Content Areas

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $175,018

NUMBER OF PARTICIPATING CHILDREN: 1,268

SUMMARY SUBMITTED BY: William J. Breeding, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 15 **OTHER PROFESSIONAL:** 2

AIDES: 18 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
- Art
- English-Reading
- Music
- Physical Education/Recreation
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Health-Dental
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project offered remedial reading programs to underachievers at five centers in Greene County. At one center, Corry Elementary School, the Rheem Remedial Reading Program was adopted. The children's reading levels were determined by many tests. Children worked at their own rate. The laboratory approach enabled the teacher to demonstrate a multi-media approach which combined the visual, auditory, and kinesthetic. The program at each center provided flexibility in developing skills with variations of approach for students who needed additional reinforcement or who had special learning disabilities.

Four kindergarten centers served disadvantaged children in Greene County. The children first took a Peabody Vocabulary test.

The children attended a full day and received instruction in reading, writing, arithmetic, science, and social science. In addition, art and music instruction was provided by teachers who worked as county specialists.

Disadvantaged children received 27,900 hot lunches during the school year. Referrals from the Department of Family and Children Services helped in identifying students eligible for the food program.

During the school year 65 students had eye examinations and received glasses.

The curriculum, instructional materials and methods of presentation were planned and developed through in-service meetings and workshops involving teachers, administrators, specialists and education aides.

NAME OF SYSTEM: Greene County **PROJECT NUMBER:** 066-066-S69-2

NAME OF PROJECT: Summer Kindergarten - Reading Improvement

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $27,290

NUMBER OF PARTICIPATING CHILDREN: 545

SUMMARY SUBMITTED BY: William J. Breeding, Title I Coordinator

TITLE I PERSONNEL:	**TEACHERS:**	20	**OTHER PROFESSIONAL:**	4
	AIDES:	18	**OTHER NON-PROFESSIONAL:**	13

ACTIVITIES:	English-Reading Kindergarten	**SUPPORTIVE SERVICES:**	Food Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Five hundred fifteen students from low income family groups, whose reading ability was below their grade level, experienced the advantages of an English-Reading program in Greene County. The program was operative at three school centers for six weeks.

The program was based on an individualized approach to the teaching of reading. One master teacher was assigned to a group of thirty students. Each master teacher was assisted by two teacher aides and within each class there were three sub-groups taught by the teacher and aides.

Textbooks, teacher made tests, programmed materials and mimeographed supplies were used. Tape recorders, record players and various teaching aids served as standard equipment.

Students reading two to three levels below their grade, determined by tests, received remedial experiences through the Corry Elementary Reading Laboratory. The Rheem Reading Program was used. The laboratory approach enabled the teacher to demonstrate a multimodal approach which combined the visual, auditory and kinesthetic.

Thirty children from disadvantaged homes experienced the kindergarten program. The kindergarten program was directed at giving children the orientation needed prior to entering school. Children received free lunches and medical attention for minor health handicaps.

The impact of the program should be reflected in students' improved academic achievement, better school spirit and an improved educational perspective. Kindergarten children should reach a state of readiness for school.

NAME OF SYSTEM: Gwinnett County PROJECT NUMBER: 067-067-R69-1

NAME OF PROJECT: Expansion and Enrichment Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $165,152

NUMBER OF PARTICIPATING CHILDREN: 880

SUMMARY SUBMITTED BY: Harvey Davis, Coordinator Title I

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL: 4

AIDES: 16 OTHER NON-PROFESSIONAL: 3

ACTIVITIES:
- Art
- Business Education
- Cultural Enrichment
- English-Reading
- Math
- Music
- Physical Education/Recreation
- Natural Science
- Special Activities for Handicapped

SUPPORTIVE SERVICES:
- Food
- Health-Dental
- Health-Medical
- Psychological

NARRATIVE DESCRIPTION OF PROJECT:

Music and art workshops and clinics were held during the school year to help classroom teachers and Title I personnel to work more effectively in these areas. This program did much for the educationally deprived child.

During the year, children were taken to the Atlanta Children's Theatre for plays, and one company brought plays to the system. Some expendable materials were purchased for the children to use in art and music.

Through the use of Title I funds, students received physical examinations and some medical and dental treatment.

In English, reading, natural science and mathematics, the participants have benefited because of the kinds and amount of materials available to promote an effective teacher-learning situation. The educationally deprived child was able to work individually and collectively in these areas because of the materials purchased through this program.

In the food service program, many improved services have been brought about by a full-time lunchroom supervisor who aids in the overall operation of the food-service program.

A full-time school psychologist was employed through the Title I program. The psychologist administered tests and evaluations and gave consultations for 453 students who had emotional disabilities or who were EMR children. This psychologist worked closely with school officials, children and parents in establishing an effective and badly-needed program.

NAME OF SYSTEM: Gwinnett County PROJECT NUMBER: 067-067-S69-2

NAME OF PROJECT: Expansion and Enrichment Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $52,383

NUMBER OF PARTICIPATING CHILDREN: 880

SUMMARY SUBMITTED BY: Harvey Davis, Coordinator of Federal Programs

TITLE I PERSONNEL: TEACHERS: 49 OTHER PROFESSIONAL: 3

AIDES: 3 OTHER NON-PROFESSIONAL: 7

ACTIVITIES:
Art
English-Reading
English-Other
Foreign Language
Home Economics
Industrial Arts
Mathematics
Natural Science
Social Studies
Driver Education

SUPPORTIVE SERVICES:
Food
Guidance
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

In the English-Reading program, four reading specialists were employed to head the program for one month at each of seven centers with 32 classroom teachers in an in-service training program to further benefit the educationally deprived children in grades 2, 3 and 5 that will be enrolled in a regular classroom situation the fall of 1969.

Materials and equipment used were high-interest, low-vocabulary books; basal readers; library books; filmstrips; listening tapes; projectors; controlled readers; Craig Ready; Peabody Language Development Kits and Hoffman Unit.

The kindergarten program was located at three centers with a teacher and an aide employed, along with transportation and a hot lunch program.

Certified teachers were employed in the high school program at Berkmar High School to further the learning of educationally deprived children. An in-service training program was held for regular classroom teachers to work with this group in the regular high school program in 1969-70.

This was the first summer project in reading for grades 2, 3 and 5 and indications to date are good that accomplishments will come up to expectations.

NAME OF SYSTEM: Habersham County PROJECT NUMBER: 068-068-R69-1

NAME OF PROJECT: Expanded, Enriched Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $115,133

NUMBER OF PARTICIPATING CHILDREN: 525

SUMMARY SUBMITTED BY: Grady E. Brooks, Superintendent

TITLE I PERSONNEL: TEACHERS: 1 OTHER PROFESSIONAL: 1

AIDES: 38 OTHER NON-PROFESSIONAL: 10

ACTIVITIES: Art
English-Reading
Industrial Arts

SUPPORTIVE SERVICES: Library

NARRATIVE DESCRIPTION OF PROJECT:

A major focus of Habersham County's Title I project in the elementary grades was in the field of English-Reading and the related communication arts. The reading activity with the increased library services have made it possible to provide programs and varieties of materials suitable for the personal needs of Title I participants.

These children have shown strong interest in using the stimulating variety of art materials and tools provided by Title I. In addition to the opportunities for creative expression and the development of skills, their art experiences have had some significant side benefits. They have provided subject matter of real personal interest to the pupil for teacher-pupil communication, extended the children's power to distinguish (and talk about) textures, shapes and colors and generally broadened the range and depth of perceptions and reactions.

Title I has initiated an industrial arts program in the two high schools, providing one teacher and equipping the shops. This program has revealed unsuspected lacks in the Title I students--little experience with ordinary tools, ignorance of simple materials, inability to relate simple arithmetic to shop needs.

Teacher aides, library aides and instructional secretaries have lightened the loads of the members of the professional staffs so that attention as well as time has been available to devote to educationally deprived children.

NAME OF SYSTEM: Habersham County **PROJECT NUMBER:** 068-068-S69-2

NAME OF PROJECT: Expanded, Enriched School Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $24,800

NUMBER OF PARTICIPATING CHILDREN: 165

SUMMARY SUBMITTED BY: Teresa New, Coordinator, Title I

TITLE I PERSONNEL: **TEACHERS:** 19 **OTHER PROFESSIONAL:** 5

AIDES: 1 **OTHER NON-PROFESSIONAL:** 6

ACTIVITIES: English-Reading

SUPPORTIVE SERVICES:
Attendance
Food
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Habersham County's summer project was similar to that of 1968 and was divided into two programs:

(1) An enriched program for 165 first graders, housed in their regular year school houses with special attention given to analysis of needs, to pertinent first-hand experiences and play and game types of vicarious experiences which provide readiness for and practice in effective communication. Instruction in the area of listening, speaking, writing and reading was given.

(2) An enriched and remedial reading program for 135 seventh graders, housed in two convenient centers. An integral part of the program was a careful diagnosis of each pupil's learning and social difficulties. A staff able and willing to work on them was provided.

Pupil personnel aides were added to this project to aid in recruiting and insuring attendance of those most needing it and to maintain good home-school relationships.

NAME OF SYSTEM: Hall County PROJECT NUMBER: 069-069-R69-1

NAME OF PROJECT: Remedial Reading

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $121,536

NUMBER OF PARTICIPATING CHILDREN: 1,358

SUMMARY SUBMITTED BY: Donald E. Rice, Title I Director

TITLE I PERSONNEL: TEACHERS: 197 OTHER PROFESSIONAL: 3

AIDES: 43 OTHER NON-PROFESSIONAL: 5

ACTIVITIES: English-Reading SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The regular school term reading program included, in addition to the adopted basal readers, Levels I and II of the Peabody Language Development Kits, Materials for the Language Experience Approach on the Elementary Level, and "Sights and Sounds" for grades three through six (in six schools). "Listen and Think" tapes for the elementary grades were available on request. Special workbooks such as "Dr. Spello," "Conquest in Reading," "Phonics Is Fun" and "Phonovisual" workbooks were available for use with classes of educationally deprived children.

Individual or in-service help with the materials was available from two reading consultants upon request by the teachers or schools. Special individual or small group reading instruction was provided at the Reading Center. Diagnostic reading tests were given on the fourth grade level at each school for evaluation purposes. Also, the individual Informal Reading Inventories and P.P.V.T. tests were given at the request of the teachers or principals.

Teacher aides and consumable supplies were given to the schools for use in upgrading the academic skills of the educationally deprived student.

According to the results of the Diagnostic Reading Tests, the program is beneficial to the school system.

NAME OF SYSTEM: Hall County PROJECT NUMBER: Local: 069-069-S69-2

NAME OF PROJECT: Remedial Reading Music & Art

EGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $108,165

NUMBER OF PARTICIPATING CHILDREN: 452

SUMMARY SUBMITTED BY: Donald E. Rich, Title I Director

TITLE I PERSONNEL: TEACHERS: 47 OTHER PROFESSIONAL: 3

AIDES: 0 OTHER NON-PROFESSIONAL: 36

ACTIVITIES:
Reading
Music
Art

SUPPORTIVE SERVICES: Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Hall County Summer School Reading Program began on June 11, 1969 and ended on July 29, 1969 for the teachers. The students began June 16, 1969 and ended July 25, 1969. The program was housed at six schools and the Reading Center. The teachers had three days before the program and two days after the program for in-service and evaluation at the Reading Center. In-service was also held each Friday afternoon during the program.

Materials used in the program included basal readers, Language Experience Approach supplies, "Sights and Sounds", "Listen and Think" tapes, phonics materials, special-lined writing paper, testing materials, filmstrips, records, tape recorders, pianos, record players, Hoffman Reader projectors and filmstrip projectors. Other consumable materials such as duplicating paper, crayons, paints and other art supplies were also used.

Art and music teachers were employed to work at each of the six reading schools. One speech therapist worked in the program. Two reading consultants provided supervision and in-service for the program.

Evaluation of the program consisted of pre-test and post-test of the students by using subjective Informal Reading Inventories, objective Reading Achievement Tests, individual progress reports and other records kept by the teacher.

The anticipated progress of the students was an average increase in reading skills of two reading levels.

NAME OF SYSTEM: Hancock County **PROJECT NUMBER:** 070-070-R69-1

NAME OF PROJECT: Instructional Improvement for Deprived Children

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $221,218

NUMBER OF PARTICIPATING CHILDREN: 2,096

SUMMARY SUBMITTED BY: E. A. Lowe, Coordinator of Federal Projects

TITLE I PERSONNEL: **TEACHERS:** 7 **OTHER PROFESSIONAL:** 8

AIDES: 16 **OTHER NON-PROFESSIONAL:** 7

ACTIVITIES:
English-Reading
English-Speech
English-Other Language Arts
Mathematics
Physical Education
Social Science

SUPPORTIVE SERVICES:
Clothing
Food
Counseling
Health-Dental
Health-Medical
Library

NARRATIVE DESCRIPTION OF PROJECT:

The Hancock County Project included six compensatory activities and six supportive activities. Over 70 per cent of the children in the public schools of the system came from economically deprived homes, and this number of children provided the administration and teaching staff with a challenge.

After two years of study during which appropriate representatives of the University of Georgia faculty served as consultants, it was decided that the primary years should be made as meaningful and exciting as possible.

In preparation for non-grading and student grouping in September, 1968, one of the ablest elementary teachers went to a workshop at the University of Georgia for four weeks of training and observation. She was introduced to a new body of early elementary material which was later used with the non-graded group. She and a second teacher were designated as lead teachers to work with the early elementary staff in the introduction of new teaching methods, student grouping and to facilitate the introduction of new materials. This new material in reading, anthropology and geography was developed by the Research Division of the University of Georgia and the Southwest Educational Laboratory at Albuquerque.

The program represented an innovation in the system's approach to early elementary education at the same time that the other compensatory activities were used as a continuation of the enrichment program developed the prior year.

NAME OF SYSTEM: Hancock County PROJECT NUMBER: 070-070-S69-2

NAME OF PROJECT: Early Elementary Enrichment

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $70,351

NUMBER OF PARTICIPATING CHILDREN: 250

SUMMARY SUBMITTED BY: Ernest A. Lowe, Coordinator of Federal Projects

TITLE I PERSONNEL: TEACHERS: 12 OTHER PROFESSIONAL: 8

AIDES: 12 OTHER NON-PROFESSIONAL: 18

ACTIVITIES: English-Reading

SUPPORTIVE SERVICES:
Clothing
Food
Health-Medical
Health-Dental
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

In an effort to improve the instruction of educationally deprived children in Hancock County, the public school system nongraded the children in the primary years in the fall of 1968. Material in reading, anthropology and geography prepared by the Research and Development Division of the University of Georgia, as well as reading material developed by the Southwest Laboratory at Albuquerque, was used by children in their first year. Results obtained with this first year group were phenomenial but time did not permit the completion of this unit of work during the regular session.

Upon the recommendation of consultants from the University of Georgia and from the State Department, the summer project was limited to an enrichment activity for 250 of this first year group. They reviewed the material in reading, anthropology and geography, and a science unit developed by the University was also added. First grade teachers followed these children into the summer program and in fall, 1969, will carry them through the second year in order to preserve the gains made through use of the new material.

The supportive services listed above were provided with particular emphasis on the dental and medical health of the children.

NAME OF SYSTEM: Haralson County **PROJECT NUMBER:** 071-071-R69-1

NAME OF PROJECT: New and Expanded Learning Opportunities

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $67,615

NUMBER OF PARTICIPATING CHILDREN: 523

SUMMARY SUBMITTED BY: Miss Martha McWhorter, Curriculum Director

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 7

AIDES: 16 **OTHER NON-PROFESSIONAL:** 20

ACTIVITIES:
- Art
- Business Education
- English-Reading
- Music
- Physical Education/Recreation
- Pre-Kindergarten and Kindergarten
- Natural Science

SUPPORTIVE SERVICES:
- Clothing
- Food
- Guidance Counseling
- Health-Dental
- Health-Medical
- Waiver of Fees

NARRATIVE DESCRIPTION OF PROJECT:

The Title I program of new and expanded learning opportunities enabled the Haralson County Schools to purchase much needed educational equipment, supplies and materials. An A. B. Dick Stencil Transparency Maker made it easier for teachers to prepare special materials for the children. Art materials and consumable supplies such as paper and records were also purchased. Basketballs, footballs and physical fitness records implemented a new physical education program.

Professional services such as dental, medical and psychiatric care were available to the deprived children. New testing methods and a programmed reading machine were used in implementation of the remedial reading program. The advice of professional counselors also helped make the program more effective.

The program created a healthier self concept for the poorer child and was the most effective ever used in this county to help the deprived children.

NAME OF SYSTEM: Haralson County PROJECT NUMBER: 071-071-S69-2

NAME OF PROJECT: Kindergarten and Remedial Work Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $20,949

NUMBER OF PARTICIPATING CHILDREN: 255

SUMMARY SUBMITTED BY: Martha McWhorter, Curriculum Director

TITLE I PERSONNEL: TEACHERS: 14 OTHER PROFESSIONAL: 1

AIDES: 9 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
- English-Other Language Arts
- Mathematics
- Natural Science
- Social Science
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer project for Haralson County consisted of nine kindergarten classes and a secondary remedial program in all subject areas. The kindergarten was held in two centers; nine teacher aides assisted the teachers. The main objective of this kindergarten was to prepare the socially underpriviledged and backward children of the county for the first grade by acquainting them with school methods and procedures.

Readiness material in reading, science and mathematics was used along with filmstrips, films and all available equipment in each center.

The secondary remedial program was held in one center, with five teachers giving special help to slow learners. The Neighborhood Youth Corps supplied workers to participate in and help with this program.

NAME OF SYSTEM: Harris County **PROJECT NUMBER:** 072-072-R69-1

NAME OF PROJECT: Harris County Board of Education

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $106,021

NUMBER OF PARTICIPATING CHILDREN: 550

SUMMARY SUBMITTED BY: James R. Mosley, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 3 **OTHER PROFESSIONAL:** 8

AIDES: 8 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
English-Reading
Home Economics
Industrial Arts
Mathematics
Natural Science
Social Science

SUPPORTIVE SERVICES:
Attendance
Clothing
Food
Health-Dental
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

This project upgraded the education levels of the culturally deprived children involved. The project was divided into several activities.

The primary objectives of the activities were better performance on standardized tests; improved classroom performance; improved basic skills; improved self-image of the individual; development of a positive attitude toward school; and development of good health habits.

Teacher aides were employed to assist the teacher in giving individual instructions and to give clerical assistance. Full-time certified teachers were employed to reduce the teacher load and permit instruction on small group or individual basis. Special emphasis was placed on providing materials and supplies appropriate to permit teaching techniques to provide for specific individual learning needs.

The attendance officer worked to develop interest in school and to improve and change the negative attitude toward school. Clothing, noon lunches, medical examinations, eye glasses and related health expenses were provided those unable to afford them.

Quality library materials were provided to supply teachers and students with necessary school resources.

Substantial progress was made in the general education development of the students, attendance and general health of the students showed great improvement, and there was also a definite change in the students ability to master subject area skills.

NAME OF SYSTEM: Harris County **PROJECT NUMBER:** 072-072-S69-2

NAME OF PROJECT: Summer Program for Reading Readiness, Cultural Development, Homemaking and Preschool Students

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $95,289

NUMBER OF PARTICIPATING CHILDREN: 599

SUMMARY SUBMITTED BY: James R. Mosley, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 35 **OTHER PROFESSIONAL:** 5

AIDES: 40 **OTHER NON-PROFESSIONAL:** 27

ACTIVITIES:	Cultural Enrichment English-Reading Home Economics Kindergarten	**SUPPORTIVE SERVICES:**	Clothing Food Health-Dental Health-Medical Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer project was designed to be corrective and developmental in nature. The project, which operated for eight weeks, was divided into the following sections: remedial reading, home economics and kindergarten.

The remedial reading activity provided special help to those students in the primary grades who had not progressed with their reading to the extent that they could succeed in the upper elementary grades.

The home economics activity was planned for teen-aged girls who would be enrolled in grades seven, eight and nine in September. Activities relating to family living, personality development, manners and boy-girl relationship were provided in an effort to improve the self image of students.

The kindergarten activity provided preschool training for children who would enter school for the first time in September 1969. Thirty-five qualified teachers, 35 aides, two certified librarians and two coordinators were employed to work with the program.

Supplies, equipment and materials were purchased according to the specific and individual needs of the children involved.

Non-graded primary team teaching and social grouping were used in an effort to upgrade the reading level of the children.

It is hoped that substantial progress was made in the general educational development of the child. There was a definite change in the children's abilities to master subject matter skills.

NAME OF SYSTEM: Hart County PROJECT NUMBER: 073-073-R69-1

NAME OF PROJECT: Program of Improvement for the Educationally Deprived

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $161,401

NUMBER OF PARTICIPATING CHILDREN: 968

SUMMARY SUBMITTED BY: Robert Morris, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 1

AIDES: 22 OTHER NON-PROFESSIONAL: 5

ACTIVITIES:
Art
Cultural Enrichment
English-Reading

SUPPORTIVE SERVICES:
Clothing
Food
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

Instructional activities which were included in the project were an attempt to compensate for cultural inadequacies. Art materials and supplies were available to provide students an opportunity to gain a conception of art and a means of self-expression. The reading program leaned heavily on remedial work using programmed materials developing teacher competencies. A developmental program using supplementary instructional materials such as SRA reading laboratories and filmstrip reading programs attempted to build on past experiences. The cultural enrichment program sought to provide experiences which had been missing in the students' previous background. Supportive activities dealt with the child's social and physical well-being. They provided clothing, free lunches and medical aid to those students who otherwise would have failed to receive these benefits.

The major impact of this project resulted from the quantity and the quality of additional instructional materials and the addition of professional personnel to more adequately utilize these materials for the enhancement of the educational opportunities of these students.

NAME OF SYSTEM: Hawkinsville City **PROJECT NUMBER:** 116-222-R69-1

NAME OF PROJECT: General Curriculum and Health Improvement

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $69,524

NUMBER OF PARTICIPATING CHILDREN: 334

SUMMARY SUBMITTED BY: E. J. Harrell, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 1

AIDES: 6 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
English-Reading
English-Speech
Mathematics
Natural Science
Social Science

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

This year's program was a continuation of the 1966-68 programs to improve instruction and school experiences for the educationally deprived children in this school district.

With the use of reading machines, textbooks and additional library books, the teachers (with the help of aides) increased the reading speed and comprehension of these children with the use of tape recorders and other audiovisual materials. Analytical thinking and the application of the natural sciences, along with laws that the child lives with in his home, school and community were taught. Good citizenship was encouraged in daily living by orderly classroom procedures and by association of the white and Negro groups.

Every attempt was made to increase the performance of these children in all areas of their school life and to provide some degree of success regardless of their level of achievement. This program continued the Pilot Breakfast program and the school paid for the lunches of 120 children. This made 100 percent participation of all the educationally deprived children.

With the additional personnel provided by Title I it was possible to reduce class size and group these students according to their ability.

NAME OF SYSTEM: Hawkinsville City **PROJECT NUMBER:** 222-116-S69-2

NAME OF PROJECT: Summer Remedial Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $14,975

NUMBER OF PARTICIPATING CHILDREN: 184

SUMMARY SUBMITTED BY: E. J. Harrell, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 10 **OTHER PROFESSIONAL:** 3

AIDES: 2 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
English-Reading
English-Speech
Mathematics
Natural Science

SUPPORTIVE SERVICES:
Food
Library

NARRATIVE DESCRIPTION OF PROJECT:

The Summer Remedial Program, June 16-July 25, gave remedial instruction in the four basic areas listed above. One hundred eighty-four children were transported to the Hawkinsville High School where the summer school was housed. Ten teachers instructed the children, a librarian kept the library open all hours of the program and a nutritious breakfast and lunch were served.

The teachers were selected on the basis of their qualifications to work with underpriviledged children. The teachers and children were integrated and placed in classes where the best learning could take place. All the equipment, supplies and materials of the Hawkinsville City System were available for use and $1800 worth of supplies and materials was purchased for special use.

Two aides assisted the teachers, a janitor and maintenance man were used in operation of the program and a manager with a part-time secretary assisted the principal in supervising. The superintendent of the city schools gave overall supervision.

The educationally deprived children definitely benefitted from the remedial program and were better prepared to take their place in the regular school program in September.

NAME OF SYSTEM: Heard County **PROJECT NUMBER:** 074-074-R69-1

NAME OF PROJECT: Enrichment of Instructional Program

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $71,142

NUMBER OF PARTICIPATING CHILDREN: 335

SUMMARY SUBMITTED BY: H. R. Dowdy, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 1

AIDES: 6 **OTHER NON-PROFESSIONAL:** 5

ACTIVITIES:
Reading-English
Mathematics
Music

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

This project provided enrichment of instruction in reading, mathematics and music for educationally deprived children from eligible attendance areas.

The reading program was remedial in nature and for pupils in elementary grades. No additional equipment was provided for the program. Reading materials in addition to regular textbooks were provided to create interest and incentive. Some of the pupil groups were small; some were regular class size.

The mathematics program was also remedial and was organized and conducted in a manner similar to the reading program. A considerable amount of additional teaching materials of suitable nature was provided.

Several band instruments and appropriate sheet music were purchased. The program included both elementary and high school pupils. It was designed to develop music appreciation and increase performance skills and accomplished these goals successfully.

NAME OF SYSTEM: Heard County **PROJECT NUMBER:** 074-074-S69-2

NAME OF PROJECT: Enrichment in Selected Subject Areas

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $39,447

NUMBER OF PARTICIPATING CHILDREN: 190

SUMMARY SUBMITTED BY: H. R. Dowdy, Superintendent

TITLE I PERSONNEL:	**TEACHERS:**	14	**OTHER PROFESSIONAL:**	5
	AIDES:	9	**OTHER NON-PROFESSIONAL:**	11

ACTIVITIES:	English-Reading Mathematics Physical Education/Recreation	**SUPPORTIVE SERVICES:**	Food Health-Medical Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer program for children from eligible attendance areas was held at the facilities of the Heard County High School. This was a combination school (grades 1 through 12). Equipment and materials for all grade levels were available at this school and were used in the program. Classes were small, materials appropriate, and with teacher aides assisting progress was substantial.

English-reading and mathematics were offered those pupils in grades 3-7 who were having difficulty with these subjects in the regular school year but who were not hopelessly behind. Physical education/recreation was provided for all Title I pupils.

Enrollment in kindergarten was limited to those children eligible to enroll in the first grade in the systems schools in fall, 1969. Food service and health-medical was provided for the kindergarten enrolee.

Pupil transportation was provided for all enrolled in all activities.

The experience the system has had with this type program during earlier summers was convincing of its value for educationally deprived children.

NAME OF SYSTEM: Henry County **PROJECT NUMBER:** 075-075-R69-1

NAME OF PROJECT: Improvement in Instruction and Services

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $167,942

NUMBER OF PARTICIPATING CHILDREN: 1,913

SUMMARY SUBMITTED BY: William M. Barr, Assistant Superintendent

TITLE I PERSONNEL: **TEACHERS:** 5 **OTHER PROFESSIONAL:** 5

AIDES: 33 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
English-Reading
Music
Educable Mentally Retarded

SUPPORTIVE SERVICES:
Clothing
Food
Library
Central Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

In the music program, teacher aides supervised the activities of a portion of the class while the classroom teacher worked with small groups of students who needed remedial help. Two remedial reading specialists provided small group instruction in two schools. The deprived students apparently benefited from the individual attention.

The music program made it possible for a supervisor and two teachers to provide in-service training for regular classroom teachers and regular instruction of students in target area schools. Pianos, rhythm instruments and music texts were provided.

One EMR teacher provided instruction to 15 educable mentally retarded children in a target school.

Clothing was provided to children who could not attend school without it. A visiting teacher coordinated this service.

A food service director coordinated lunchroom activities, insuring that all children unable to pay for lunches received free ones.

Two librarians provided half time service to four small elementary target area schools. Disadvantaged children were enabled to benefit from the professional services provided.

Special materials for educationally disadvantaged children were provided for teachers to check out and use.

NAME OF SYSTEM: Henry County **PROJECT NUMBER:** 075-075-S69-2

NAME OF PROJECT: Early Compensatory Education Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $55,294

NUMBER OF PARTICIPATING CHILDREN: 360

SUMMARY SUBMITTED BY: Howard F. Baker, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 18 **OTHER PROFESSIONAL:** 3

AIDES: 18 **OTHER NON-PROFESSIONAL:** 15

ACTIVITIES:
Art
English-Reading
English-Other Language Arts
Music
Physical Education/Recreation

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

It was the purpose of this program to provide social experiences and academic instruction to those severely educationally deprived children who were in grades one and two in the Henry County Schools. Language arts, music, art and physical education instruction was provided, with emphasis on communications skills and social interaction. Two centers were established to accommodate approximately 360 children in these two grades who were underachievers and who came from economically deprived families. The goal of the eight-weeks program was to prepare these disadvantaged children for the next higher level of instruction.

Eighteen primary teachers with specialities in art, music and reading and 18 teacher aides with early elementary experiences composed the instructional staff. Small and large group instruction was used in the four-hour daily program. Instructional materials were correlated to permit multi-sensory experiences for the participants. Physical activities were designed to improve muscular coordination.

NAME OF SYSTEM: Hogansville City PROJECT NUMBER: 141-223-R69-1

NAME OF PROJECT: Educational Development and Enrichment Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $83,878

NUMBER OF PARTICIPATING CHILDREN: 600

SUMMARY SUBMITTED BY: H. L. Dixon, Superintendent

TITLE I PERSONNEL:	TEACHERS:	9	OTHER PROFESSIONAL:	0
	AIDES:	4	OTHER NON-PROFESSIONAL:	4

ACTIVITIES:
- Art
- Business Education
- Cultural Enrichment
- Reading
- Speech
- Home Economics
- Music
- Kindergarten

SUPPORTIVE SERVICES: Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed for educationally deprived children in our school. The basic objective of the entire project was to expand and enrich the regular school program.

The equipment purchased for this project consisted of electric and gas stoves and one refrigerator for the home economics department. Electric typewriters were also purchased for the business education department. Other instructional materials already available in the school system were used in the various activities.

Each activity called for special methods of instruction. Methods which were most effective, which met the needs of the individual pupils, and which were consistent with the objectives of the total project were used.

By participating in this project the educationally deprived child experienced basic pre-school experiences which were necessary for satisfactory education achievement. Reading achievement and interest in reading improved. Students were prepared to assume greater responsibility in the home; they received invaluable office training for later employment. Long range goals for this project were continued pupil interest and progress, a decrease in the drop-out rate and the development of happier, well-adjusted students.

NAME OF SYSTEM: Hogansville City **PROJECT NUMBER:** 141-223-S69-2

NAME OF PROJECT: Summer Remedial and Enrichment Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $18,067

NUMBER OF PARTICIPATING CHILDREN: 80

SUMMARY SUBMITTED BY: H. L. Dixon, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 7 **OTHER PROFESSIONAL:** 2

AIDES: 2 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
English
Mathematics
Physical Education/Recreation
Natural Science
Social Science
Music

SUPPORTIVE SERVICES:
Food
Guidance-Counselor
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed as a remedial and recreational program for eighty educationally deprived and drop-out prone high school students in the Hogansville School System.

Special instruction in remedial English, mathematics, science and social studies was provided for these students at their proper grade levels in these specific subject areas. Four qualified teachers used adaptable instructional materials in providing these students with individual and small group attention.

In addition to the above academic activities, this project provided these students with physical education/recreation and music experiences each day over an eight week period. Three qualified teachers and two teacher aides supervised and gave instructions to these students in volleyball, basketball, tennis, softball and music. The students were provided with free lunches daily and were transported often to recreational places in the community during the course of the activity.

The primary objective of this project was continued pupil interest and progress, a decrease in the dropout rate, and the development of a productive well-adjusted individual.

NAME OF SYSTEM: Houston County **PROJECT NUMBER:** 076-076-R69-1

NAME OF PROJECT: Reading and Enrichment

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $202,835

NUMBER OF PARTICIPATING CHILDREN: 1,223

SUMMARY SUBMITTED BY: Milton Sutherlin, Federal Projects Director

TITLE I PERSONNEL:	**TEACHERS:**	17	**OTHER PROFESSIONAL:**	5
	AIDES:	0	**OTHER NON-PROFESSIONAL:**	9

ACTIVITIES:
Art
Reading
Music
Physical Education
Special Activities for Handicapped

SUPPORTIVE SERVICES:
Psychological
Health

NARRATIVE DESCRIPTION OF PROJECT:

Health care and instruction to both parent and child were provided where they were never before available. Toilet articles, dental needs, medicine, first aid and diet information were used to encourage positive attitudes.

Individual guidance served to assure that individual needs were met; continuous testing services showed to what extent they were met.

Art and music instruction for the disadvantaged child opened new ways of self-expression for the child. These activities enabled the child to experience the joy of accomplishment and to enjoy the commendation of his peers for work well done. Physical education instruction served to build confidence in the child's ability to perform. Physical education training also sought to build good health habits and to provide exercises coordinating efforts of muscle and mind.

Through the efforts of the reading teacher the child's competency in reading was improved. The probable key to success in other academic fields lay in the child's ability to read printed matter. A variety of instructional media, books, newspapers, film, filmstrip, recordings, charts and pictures were used. This material was presented to the child in an appealing manner, and on such a level as to make definite accomplishment possible.

NAME OF SYSTEM: Houston County   **PROJECT NUMBER:** 076-076-S69-2

NAME OF PROJECT: Summer Program of Readiness, Reading and Enrichment

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $108,749

NUMBER OF PARTICIPATING CHILDREN: 1,050

SUMMARY SUBMITTED BY: Milton Sutherlin, Federal Projects Director

TITLE I PERSONNEL: **TEACHERS:** 79   **OTHER PROFESSIONAL:** 9

AIDES: 20   **OTHER NON-PROFESSIONAL:** 20

ACTIVITIES:
Art
Reading
Music
Preschool (Kindergarten)

SUPPORTIVE SERVICES:
Food
Guidance
Health
Library
Social Work
Speech Therapy
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Priority was placed on the offering of a preschool summer experience for those children living within the area who were affected by economic, social and cultural deprivation. The program provided the child with a background of experience which is normally expected of the child entering the first grade. The child was provided the opportunity to work with crayons, art materials, paper, pencil, scissors and other school supplies, and to experience work and play activities with other children of his own age. Through art and music the child was afforded the opportunity for a wider range of expression and creativity. The school experience was presented as an enjoyable experience. In addition to special emphasis on preschool experiences, those students in grades one through four (and a selected number of upper elementary grades) who were reading two to three years below that level normally expected at a given grade level were provided remedial instruction in a wide range of materials in an effort to enable the child to experience success in a school situation. For preschool children the pupil-teacher ratio was maintained at no more than 10-1, and the children in remedial activities were based on a ratio of 15-1.

Supportive services included a hot lunch each day, transportation to and from the project center, health services both to students and to family, education on care and treatment of ills as well as the establishment of a healthy rapport between school and home.

The personalized instruction, interest in and for the educational development of children, resulted in a positive attitude toward school, an experience of success, and a change in attitude which tended to reduce social and cultural barriers.

NAME OF SYSTEM: Irwin County **PROJECT NUMBER:** 077-077-R69-1

NAME OF PROJECT: English-Reading, Cultural Enrichment, Music, Business Education

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $145,086

NUMBER OF PARTICIPATING CHILDREN: 1,517

SUMMARY SUBMITTED BY: Richard V. Roberts, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:** 2

AIDES: 11 **OTHER NON-PROFESSIONAL:** 9

ACTIVITIES:

- Business Education
- Cultural Enrichment
- English-Reading
- Music
- Natural Science
- Vocational Education

SUPPORTIVE SERVICES:

- Clothing
- Food
- Guidance Counselor
- Health-Dental
- Health-Medical
- Library
- Transportation
- Special Services for Handicapped
- Material Center

NARRATIVE DESCRIPTION OF PROJECT:

This project employed a coordinator, a secretary-bookkeeper, three cultural enrichment instructors, three English-reading instructors, a business education instructor, a music (band) instructor, a librarian aide, three English-reading aides, an aide for the handicapped, a vocational agriculture aide, one guidance aide, a science aide, two material director aides, a cultural enrichment aide, three janitors, three material directors, a nurse and two clerks.

This program also provided for lunches, clothing and medical care for some students from the lowest income families.

Title I and other system equipment and teaching materials were made available for the project. Group and individual instruction was provided for pupils from low income families and for other low-achieving pupils.

The standardized tests, teacher constructed tests, and teachers' evaluations show that pupils made progress.

NAME OF SYSTEM: Irwin County **PROJECT NUMBER:** 077-077-S69-2

NAME OF PROJECT: Summer School

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $98,142

NUMBER OF PARTICIPATING CHILDREN: 525

SUMMARY SUBMITTED BY: Richard V. Roberts, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 34 **OTHER PROFESSIONAL:** 9

AIDES: 43 **OTHER NON-PROFESSIONAL:** 9

ACTIVITIES:

- Kindergarten
- Art
- Business Education
- Cultural Enrichment
- English-Reading
- Home Economics
- Industrial Arts
- Math
- Music
- Physical Education
- English Speech
- Natural Science

SUPPORTIVE SERVICES:

- Clothing
- Food
- Guidance
- Health-Dental
- Health-Medical
- Library
- Social Worker
- Transportation
- Special Services for Handicapped
- Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

The Irwin County summer project was formulated with underachieving pupils in mind. Special consideration was given pre-school children from low-income families and those pupils who had underachieved in English-reading and math. Other areas such as cultural enrichment, art, music, physical education, business education, home economics, industrial arts, English-speech and natural science were provided for those pupils who needed special assistance in these areas.

Needed equipment in music, industrial arts and math was secured for these areas. Provisions were made for the necessary teaching and testing materials for all pupils.

The teaching staff, social worker, librarians, guidance counselors and aides were selected for their special abilities in the above-mentioned areas.

The classes were small, thereby allowing a concentrated effort to be made to raise the level of achievement of the low-achieving pupils and providing them with a feeling of a degree of success. This degree of success improved their attitude towards school for the fall term.

The needed supportive services such as food, clothing and medical care were also provided by this program.

NAME OF SYSTEM: Jackson County PROJECT NUMBER: 078-078-R69-1

NAME OF PROJECT: Improved Instructional Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $53,827

NUMBER OF PARTICIPATING CHILDREN: 250

SUMMARY SUBMITTED BY: M. L. Holliman, Superintendent

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 0

AIDES: 0 OTHER NON-PROFESSIONAL: 4

ACTIVITIES: English-Reading SUPPORTIVE SERVICES: Library

NARRATIVE DESCRIPTION OF PROJECT:

As a result of funds from Title I, the Benton, Bryan and Jackson County Elementary and High Schools have been able to decrease the teacher load, particularly in the primary grades, thus enabling teachers to have more time for small group instruction as well as individualized instruction.

In addition to basal readers, supplementary readers, reading labs and filmstrips, books from the regional as well as school libraries with high interest, low vocabulary were made available to pupils. The language arts area was correlated with the reading program in providing children with the opportunity to write and talk about stories read themselves as well as to listen to stories read by others.

The newspaper--particularly the local paper--was another means of providing pupils with an opportunity to share experiences with others.

The pupils were given achievement tests to help determine if progress was made.

Teachers and coordinators attended at least two in-service meetings in order to secure aid in improving the total instructional program.

NAME OF SYSTEM: Jackson County **PROJECT NUMBER:** 078-078-S69-2

NAME OF PROJECT: Summer Remedial Reading Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $11,594

NUMBER OF PARTICIPATING CHILDREN: 60

SUMMARY SUBMITTED BY: M. L. Holliman, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 3 **OTHER PROFESSIONAL:**

AIDES: 2 **OTHER NON-PROFESSIONAL:** 8

ACTIVITIES: English-Reading **SUPPORTIVE SERVICES:** Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Jackson County Summer Reading Program was housed in one of the schools which had equipment in the form of record players, filmstrip and film projectors. These were used along with the SRA Reading program, the Readers Digest program, the school and regional libraries.

As much individual instruction was given as was felt needed and necessary. However, where groups worked together effectively, this method was used also.

Some time was given to recreation and art expression as impressions were formed from reading and surroundings. Time was also given to written and oral expression.

The children themselves seemed to recognize their limited reading ability and cooperated with teachers and aides. Concerned parents had already visited the classroom and talked with teachers and the reading coordinator.

As a continued incentive for children to become better readers, the program was culminated with a reading fair as well as Community Open House.

NAME OF SYSTEM: Jasper County PROJECT NUMBER: 079-079-R69-1

NAME OF PROJECT: Corrective Reading and Business Education

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $75,097

NUMBER OF PARTICIPATING CHILDREN: 410

SUMMARY SUBMITTED BY: Van R. Layson, Coordinator Title I

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 1

AIDES: 6 OTHER NON-PROFESSIONAL: 5

ACTIVITIES: Business Education
English-Reading

SUPPORTIVE SERVICES: Food
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

The activities under this project provided for employment of professional personnel and for non-professional teacher aides. This was done to reduce pupil-teacher ratio to 20 to 1. The only equipment purchased under this project was for business education activities, which included typewriters and a photocopy machine. Materials and supplies for the activity consisted of textbooks, workbooks, manuals, duplicating paper and writing materials.

Supportive services included preventive medical service consisting mostly of screening for defects in vision and hearing. Also, food services were provided for about 350 students.

This project gave educationally deprived primary students the opportunity to learn in a classroom in which the participant could receive greater individual instruction. The business education activity provided the opportunity for employment and gave the skills necessary for this employment. The supportive services provided treatment where normally the participant would not have been able to obtain it. Also, one balanced meal was provided daily for a majority of the elementary students. In some cases this was the only balanced meal the student received.

NAME OF SYSTEM: Jasper County **PROJECT NUMBER:** 079-079-S69-2

NAME OF PROJECT: Summer School Activities

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $49,789

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: Van Layson

TITLE I PERSONNEL: **TEACHERS:** 23 **OTHER PROFESSIONAL:** 2

AIDES: 35 **OTHER NON-PROFESSIONAL:** 14

ACTIVITIES:
Mathematics
Music
Physical Education
Recreation
Reading-Language
Kindergarten

SUPPORTIVE SERVICES:
Food
Health-Medical
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This Project was designed to provide remedial educational instruction for participants enrolled in grades one through seven and for kindergarten experiences for students who were not enrolled. The activities provided for remedial instruction, individual lessons on an electronic organ, group choral activities, a pre-school readiness project, and directed activities in physical education. Supportive services provided means of transportation and a noon meal for the participants in the various Project activities.

Materials and supplies for the instructional activities consisted of textbooks, workbooks, manuals, records, models, films, filmstrips, transparencies, pre-taped language art material, and physical education supplies. Equipment used consisted of projectors, projection screens, tape recorders, record players, and easels.

The impact of this project on the educationally deprived was that of providing education experiences in small groups. The concentration of effort in remedial areas should better prepare the participants for readiness in the academic instructional area. The evaluation results should provide the faculty with a better understanding of the future needs of the participants. The food service provided balanced meals which the participants would not have had. The general concern of the LEA and its action to improve the educational achievement of the attendance area is likely to have the greatest impact.

NAME OF SYSTEM: Jefferson City **PROJECT NUMBER:** 078-224-R69-1

NAME OF PROJECT: Educational Improvement Project

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $51,393

NUMBER OF PARTICIPATING CHILDREN: 350

SUMMARY SUBMITTED BY: W. L. Colombo, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:**

AIDES: 3 **OTHER NON-PROFESSIONAL:**

ACTIVITIES: English-Reading
Social Science

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The Jefferson City Schools' Educational Improvement Project had as its objective the designing of an instructional program to meet the developmental needs of specific children with education deficiencies.

This program was centered around a laboratory classroom situation in which varied specialized materials were used. Emphasis was placed on the use of high interest controlled vocabulary reading materials, special programmed materials geared to individual pupil needs, and pupil-teacher planned resource units with ample audiovisual materials and community resources.

This laboratory classroom had access to tape recorder, overhead projector, slide and filmstrip projector, carousel projector, movie projector, television, record player, maps, globes, charts, prints, library books and many other educational media. These media made instruction intensive, colorful and acceptable to pupils.

Instructional practices included one-to-one instruction sessions, small group instruction for basic skill development and large group instruction for activities such as story hour, library research and overall conceptual and perceptual skill development. This approach motivated pupil interest, increased school attendance and provided some significant pupil achievement in academic, personal and social growth for children who came to the program with negative self images and a reluctance for learning experiences.

NAME OF SYSTEM: Jefferson City **PROJECT NUMBER:** 078-224-S69-2

NAME OF PROJECT: Summer School

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $27,673

NUMBER OF PARTICIPATING CHILDREN: 100

SUMMARY SUBMITTED BY: Mabel S. Potter, Director of Instruction

TITLE I PERSONNEL:	**TEACHERS:**	12	**OTHER PROFESSIONAL:**	2
	AIDES:	2	**OTHER NON-PROFESSIONAL:**	1

ACTIVITIES:	English-Reading Mathematics Music Physical Education	**SUPPORTIVE SERVICES:**	Food Library

NARRATIVE DESCRIPTION OF PROJECT:

The Jefferson City School System operated an innovative type remedial summer program in which student achievement and success were the goals. Staff members were selected on the basis of specialized certification, personality and ability to perceive pupil needs and interest.

Strategies for teaching were directed toward guiding and involving students in learning situations which provided successful performance and positive self images.

Materials of great scope and dimension were utilized. These materials encompassed basic textbooks, programmed materials, SRA, Learning Laboratories, reading machines, varied audio-visual materials and complete library facilities. Correlated with the wealth of materials were resource people and field trips. This composite of assets, added to an attractive learning environment with competent teachers and specialized techniques, united to strengthen and expand educational experiences for all students.

The impact on educationally deprived students has been immeasurable. Results can best be seen in daily attendance, student involvement, participation and overall attitude.

NAME OF SYSTEM: Jefferson County **PROJECT NUMBER:** 081-081-R69-1

NAME OF PROJECT: Curriculum Improvement

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $258,813

NUMBER OF PARTICIPATING CHILDREN: 1,936

SUMMARY SUBMITTED BY: O. W. Carter, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 4 **OTHER PROFESSIONAL:** 3

AIDES: 25 **OTHER NON-PROFESSIONAL:** 9

ACTIVITIES:
Art
Reading
Industrial Arts
Math
Music

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

The Title I program for the Jefferson County School System was very effective. It helped supply many learning experiences that would not have otherwise been possible. This particular project centered around a new industrial arts facility which was under construction. Through this facility many young people will get training in high school that they would never have received had it not been for Title I.

Supplies and materials purchased with Title I funds enabled our present teachers as well as the additional personnel to do a more thorough job of identifying the various needs of the individuals. Identification of these needs through our testing program helped the teachers to implement a more individualized instructional program.

Visits to art museums and other field trips were part of the program. These vists were most meaningful to the culturally deprived children.

This program was integrated into the regular school program to strengthen the total educational program, particularly for the educationally deprived children.

NAME OF SYSTEM: Jefferson County **PROJECT NUMBER:** 081-081-S69-2

NAME OF PROJECT: Curriculum Improvement

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $125,538

NUMBER OF PARTICIPATING CHILDREN: 833

SUMMARY SUBMITTED BY: O. W. Carter, Superintendent

TITLE I PERSONNEL:	**TEACHERS:**	50	**OTHER PROFESSIONAL:**	7
	AIDES:	37	**OTHER NON-PROFESSIONAL:**	34

ACTIVITIES:	Reading Physical Education Kindergarten	**SUPPORTIVE SERVICES:**	Food Health-Dental Health-Medical Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The project was designed to meet some of the basic needs of the educationally deprived children in the school attendance area. In selecting the staff, critical attention was given to abilities to work with children of limited experiences and to inspire these children to have self-confidence. The consultative services of specialists from Progress Thirteen Reading Center were utilized to assist the teachers in providing the necessary experiences for the children.

The equipment, supplies, and materials were selected in keeping with the goals and objectives set forth in the project. Emphasis was given to multi-sensory materials and equipment. The language experience method of instruction seems to have had a great effect and impact on these educationally deprived children.

NAME OF SYSTEM: LaGrange City **PROJECT NUMBER:** 141-225-R69-1

NAME OF PROJECT: Kindergarten

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $179,115

NUMBER OF PARTICIPATING CHILDREN: 230

SUMMARY SUBMITTED BY: Daves R. Nichols, Administrative Assistant

TITLE I PERSONNEL: **TEACHERS:** 10 **OTHER PROFESSIONAL:** 2

AIDES: 10 **OTHER NON-PROFESSIONAL:** 14

ACTIVITIES: Kindergarten

SUPPORTIVE SERVICES:
Food
Health-Dental
Health-Medical
Transportation
Field Trips

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to meet the special education needs of economically and educationally deprived children by providing a sound kindergarten program. There were to be 10 kindergarten classes composed of a maximum of 25 children each, supervised by one teacher and assisted by one teacher aide.

The usual equipment, materials and supplies were provided with the curriculum and methods geared to finding new ways of meeting the needs of the deprived child.

Children living in poverty are subject to various risks to their physical, mental, social and emotional development. In general, they have had neither the experiences, the medical care nor the opportunities of children from better circumstances. This program was therefore designed to correct the vast differences in readiness for school and to give the deprived child a fair start.

NAME OF SYSTEM: LaGrange City **PROJECT NUMBER:** 141-225-S69-2

NAME OF PROJECT: Summer Reading, Recreation and Arts Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $61,648

NUMBER OF PARTICIPATING CHILDREN: 750

SUMMARY SUBMITTED BY: Daves R. Nichols, Title I Consultant

TITLE I PERSONNEL: **TEACHERS:** 39 **OTHER PROFESSIONAL:** 5

AIDES: 0 **OTHER NON-PROFESSIONAL:** 44

ACTIVITIES:
Art
English-Reading
Music
Physical Education/Recreation

SUPPORTIVE SERVICES:
Food
Library

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to meet the special educational needs of economically and educationally deprived children by providing remedial reading and cultural enrichment activities during the summer months. Existing equipment was utilized. Materials designed to meet the special needs of these children were provided in each of the activities listed.

Individual attention and small group instruction, machine-oriented and programmed instructional methods were also successfully used.

It was anticipated that this program would have impact on the educationally deprived child in several ways.

a. Improvement of skills in reading.
b. Enhancement of constructive use of leisure time.
c. Improvement of ability in self-expression.
d. Improvement of self-image.
e. Development of desirable attitudes toward school and education.

NAME OF SYSTEM: Lanier County **PROJECT NUMBER:** 086-086-R69-1

NAME OF PROJECT: Reading, Music, and Physical Education

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $60,356

NUMBER OF PARTICIPATING CHILDREN: 376

SUMMARY SUBMITTED BY: Mrs. Loyd Shaw, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 5 **OTHER PROFESSIONAL:** 2

AIDES: 0 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
English-Reading
Music
Physical Education

SUPPORTIVE SERVICES:
Food Services/Lunch
Attendance

NARRATIVE DESCRIPTION OF PROJECT:

In this program, children (grades one through seven) in need of remedial reading were instructed by three reading teachers. Each teacher had 10-15 students for 30-45 minute instruction periods. Small group instruction and a wide variety of remedial reading materials helped the program meet the needs of the educationally deprived children.

Educationally and culturally deprived children participated in a music program two days per week for approximately 30 minutes. One teacher served at two campus sites, instructing children selected from grades one through five. Each pupil broadened his cultural background by participating in the music activity.

Children (grades one through seven) were selected to participate in the physical education program according to these criteria: poor physical condition, need of additional opportunity to develop physically and need of opportunity to excel. One teacher instructed groups of pupils twice per week for 35 minute periods. A "mircle" obstacle course was provided for grades one through five. Physical fitness tests were administered at the beginning and close of the program.

Lunches (150/day) were provided for children of the Lakeland High and Elementary School. These nutritious meals helped the educationally deprived children in being more alert and energetic in the classroom.

A "home-school visitor" served the educationally deprived children. Under the supervision of the visiting teacher, the "home-school visitor" visited the homes of all educationally deprived students that attended school irregularly, were discipline problems, or were potential dropouts. During the past three years (since Title I Projects were begun), the average percent of attendance of the school served by the "home-school visitor" has increased from approximately 85 per cent to 97 per cent.

NAME OF SYSTEM: Lanier County **PROJECT NUMBER:** 086-086-S69-2

NAME OF PROJECT: Reading and Preschool Enrichment Activities

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $18,515

NUMBER OF PARTICIPATING CHILDREN: 190

SUMMARY SUBMITTED BY: Mrs. Loyd Shaw, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 10 **OTHER PROFESSIONAL:** 1

AIDES: 8 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
English-Reading
Preschool-Kindergarten

SUPPORTIVE SERVICES:
Food Services
Snack
Library Services
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Approximately 160 children were given remedial reading instruction. Eight teachers and eight teacher aides were employed for this program, which was conducted three hours a day for 30 days. A wide variety of materials, such as SRA labs, Houghton-Mifflin Baslas, along with art supplies were utilized.

Approximately 30 five-year olds from educationally disadvantaged homes attended the preschool program three hours a day for 30 days. Two teachers and two neighborhood youth corps aides were employed. Classrooms were set up with learning centers--an art center, a science center, a quiet center, a music center, a housekeeping center, a listening center, and a toy center. Materials and supplies appropriate for kindergarten experiences were purchased for each center.

The children participating in the reading program and the preschool program were provided a morning snack of a beverage and cookies.

Library services were provided for all children participating in the program. A librarian and an aide were employed. All children were allowed to visit the library twice weekly. This time was spent browsing and reading independently. The librarian also had a story hour.

Three bus drivers were employed to provide transportation for children attending the program, when it was necessary.

NAME OF SYSTEM: Laurens County **PROJECT NUMBER:** 087-087-R69-1

NAME OF PROJECT: Curriculum Expansion and Enrichment

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $200,153

NUMBER OF PARTICIPATING CHILDREN: 1,296

SUMMARY SUBMITTED BY: John W. Hambrick, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 13 **OTHER PROFESSIONAL:** 3

AIDES: 9 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
Cultural Enrichment
English-Reading
Physical Education

SUPPORTIVE SERVICES:
Attendance
Food
Evaluation
Material Center

NARRATIVE DESCRIPTION OF PROJECT:

This project included activities such as cultural enrichment, English-reading, physical education and supportive services in attendance, food, evaluation and a material center.

Included in the cultural enrichment activities was elementary Spanish, coordinated through the Laurens County language coordinator and the Title I elementary Spanish teachers. State Department language tapes in the Spanish series were used. This program involved third and fourth grade students.

The English-reading activity was a continuation of the preceding year. Different ideas of instruction and new materials made much progress possible. Also, all Title I elementary teachers received in-service training in the form of a University of Georgia off-campus reading course.

The material center was a vital part in the Title I activities. It contained a complete transparency library, music library, a tape duplicating room and all kinds of instructional materials. A mimeograph machine, along with an electric scanner for cutting stencils, was a tremendous aid to the staff in preparing classroom materials which were used throughout the project.

Food service was also a vital part of this project. Five hundred and fifty children selected through recommendations by the principal, attendance officer, visiting teacher and classroom teachers participated.

NAME OF SYSTEM: Laurens County **PROJECT NUMBER:** 087-087-S69-2

NAME OF PROJECT: Preschool and Remedial Education

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $111,926

NUMBER OF PARTICIPATING CHILDREN: 460

SUMMARY SUBMITTED BY: John Hambrick, Administrator Assistant

TITLE I PERSONNEL:	**TEACHERS:**	28	**OTHER PROFESSIONAL:**	2
	AIDES:	14	**OTHER NON-PROFESSIONAL:**	31

ACTIVITIES:	English-Reading English-Speech Mathematics Natural Science Social Science Kindergarten	**SUPPORTIVE SERVICES:**	Food Transportation Evaluation Material Center

NARRATIVE DESCRIPTION OF PROJECT:

The reading activity was designed to continue the reading project carried on during the regular school year with more concentrated work. Special reading texts, workbooks, library materials, games, art and music were used to strengthen pupils' listening, speaking and reading skills. Children were grouped according to age and reading level. The staff consisted of 22 professional employees. Basal reading materials were used, and consumable supplies and materials were purchased as needed.

In the English-Speech activity, one teacher of English taught 20 students. The regular textbooks, consumable materials, transparencies, filmstrips and library materials were used.

In mathematics one teacher of mathematics taught 20 students. Regular textbooks, consumable materials, transparencies and other visual aids were used.

In natural science regular textbooks, lab manuals, lab equipment and visual aids were used.

In social science regular textbooks, special social science materials developed for slow learners, maps, globes, commercially prepared workbooks, transparencies and other visual aids were used.

In the kindergarten, two teachers worked with 20 preschool children each. Children arrived at school at 8:30 a.m. and left at 2:30 p.m. Pre-readiness experience in numbers, language arts, art and music made up the curriculum. Special materials were used to give children practice in listening to directions, participating in group activities and developing left to right orientation.

The music and art specialist worked in developing programs for this group. Lunch was served to 460 students daily. Transportation was available for all students.

NAME OF SYSTEM: Liberty County **PROJECT NUMBER:** 089-089-R69-1

NAME OF PROJECT: Remedial in Art, Music, Math, English, Reading, Social Science

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $123,192

NUMBER OF PARTICIPATING CHILDREN: 460

SUMMARY SUBMITTED BY: Winfred Leon Bell, Director

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:** 3

AIDES: 16 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
- Art
- Cultural Enrichment
- English/Reading
- Mathematics
- Social Science

SUPPORTIVE SERVICES:
- Attendance
- Food
- Health-Medical
- Health-Dental

NARRATIVE DESCRIPTION OF PROJECT:

Equipment purchased with LEA and Title I funds was used as needed to assist the classroom teacher in providing more interesting lessons.

Additional teachers were employed to instruct smaller classes and allow more instructional time for the individual student. Teacher aides assisted with menial tasks and in instances assisted the individual student. Individualized instruction helped the students become a part of a class rather than some "number" in the rear of the classroom.

These educationally deprived children came to understand that there is hope for them through programs offered under Title I. They became more interested in school because of this program, and the ADA for these target area schools improved. Because the teacher had more time for these children their classroom performance improved as shown by achievement testing. The food service under Title I provided free lunches, which for many children was the only balanced meal in any 24 hour period. The home/school visitor afforded by this project worked very closely with the teachers, parents and children in solving many problems between the school and home. This Title I program assisted the LEA to more fully educate these deprived children of Liberty County.

NAME OF SYSTEM: Liberty County **PROJECT NUMBER:** 089-089-S69-2

NAME OF PROJECT: Elementary Tutorial Program and Secondary Summer School

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $68,982

NUMBER OF PARTICIPATING CHILDREN: 351

SUMMARY SUBMITTED BY: Winfred Leon Bell, Director

TITLE I PERSONNEL: **TEACHERS:** 20 **OTHER PROFESSIONAL:** 5

AIDES: 10 **OTHER NON-PROFESSIONAL:** 18

ACTIVITIES:
English
Mathematics
Music
Science
Health
Elementary Tutorial

SUPPORTIVE SERVICES:
Attendance
Food Services
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Highly qualified personnel were employed for all phases of this project; 20 certified teachers conducted the classroom activities, using their own imagination as to course content. After finding the child's ability level, teachers proceeded from that point with individualized instruction. Ten aides assisted these classroom teachers with the learning process as directed by the teacher. The classes were designed to reduce the pupil/teacher ratio below that of the regular school terms; the maximum ratio was 20/1.

Due to the small pupil/teacher ratio the educational level of these children was noticeably raised. Through the use of individual instruction these children progressed to a much greater extent than during the regular school year; they also came to acquire a feeling of belonging to the school and they came to realize that someone does care.

Equipment and materials were extensively used in an effort to create more intere and to clarify the subject matter. Supplies and materials were furnished through LEA, past Title I projects and through this Title I project.

Title I planners feel this project was very helpful for the educationally deprived children of this area. Like all phases of education, however, much time must pass before concrete progress can be seen.

NAME OF SYSTEM: Long County PROJECT NUMBER: 091-091-R69-1

NAME OF PROJECT: Reading, Library Services, and Cultural Activities

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $91,548

NUMBER OF PARTICIPATING CHILDREN: 650

SUMMARY SUBMITTED BY: J. W. Jackson, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL:

AIDES: 8 OTHER NON-PROFESSIONAL: 4

ACTIVITIES:	English-Reading Cultural Enrichment	SUPPORTIVE SERVICES:	Attendance Food Library Social Services

NARRATIVE DESCRIPTION OF PROJECT:

Approximately 650 children enrolled in the Long County School System were eligible to participate in the activities provided by this project. About 350 of these children were enrolled at Ludowici High and Elementary School and 300 were enrolled at Walker High. About 60% of the enrollment in this system were eligible.

This project provided two reading teachers, two librarians, one band leader, eight teacher aides, and four non-professional people to assist with the local school program.

This program provided for 100 free meals each day for the underprivileged and undernourished children of this school system. This program also provided for a home visitor who worked with the visiting teacher. As a result of this activity the attendance improved to the extent that an additional teacher was earned.

Most of the equipment that was purchased was used every day. Several TV sets were used by the teachers to improve their work in reading, science, and math. Audio materials of all kinds were used.

The program had a wonderful effect on the school program. Attendance increased, more children began eating in the lunchroom, the students received the opportunity to be in the band. The morale of the student body improved as a result of the program.

NAME OF SYSTEM: Long County PROJECT NUMBER: 091-091-S69-2

NAME OF PROJECT: Reading, Mathematics, Cultural Activities, Kindergarten

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $27,607

NUMBER OF PARTICIPATING CHILDREN: 350

SUMMARY SUBMITTED BY: J. W. Jackson, Coordinator

TITLE I PERSONNEL: TEACHERS: 15 OTHER PROFESSIONAL:

AIDES: 14 OTHER NON-PROFESSIONAL: 2

ACTIVITIES:
Cultural Enrichment
Reading
Mathematics
Kindergarten

SUPPORTIVE SERVICES:
Food Activity
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Fifteen qualified teachers, fourteen teacher aides, one clerical worker and one janitor were used in the program. All had been given a preplanning period of two days on the summer program. The assistance of consultants in reading, mathematics and elementary education was available.

An audio visual library was used. Audio visual equipment included reading machines, motion picture machines, tape recorders, filmstrip projectors, mimeograph machines, etc.

The following materials were used: pencils, paper, textbooks, workbooks in reading and math, mimeograph paper and stencils, specially prepared stencils in reading and math.

Team teaching was used in math and reading. Special grouping of students after reading readiness tests was used. Music and games were used each day to keep up interest.

The impact on the educationally deprived children eliminated many of the inferiority complexes that they had. Improved reading and speaking abilities resulted from this program. Improvement in the math program helped improve the self-image of the children. The kindergarten is expected to help these children to become better first graders in the fall. The food program improved the health as well as the learning condition of this group.

NAME OF SYSTEM: Lumpkin County **PROJECT NUMBER:** 093-093-R69-1

NAME OF PROJECT: Expanding and Improving Educational Program

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $86,804

NUMBER OF PARTICIPATING CHILDREN: 340

SUMMARY SUBMITTED BY: J. Marlin Smith, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 1 **OTHER PROFESSIONAL:**

AIDES: 20 **OTHER NON-PROFESSIONAL:** 6

ACTIVITIES:
English-Reading
Music
Special - Educationally, Mentally Retarded

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Children from educationally deprived backgrounds received instruction in English-reading and music. An attempt was made to compensate for their inability to achieve at grade level. Supplies and materials were purchased so that this special assistance would be of most benefit to the children.

A special program was implemented to assist students in the Educationally, Mentally Retarded classes of Lumpkin County. Equipment and materials were purchased so that these children could have adequate material for learning. These children also received special help in reading and music.

Children benefited greatly from this project.

NAME OF SYSTEM: Lumpkin County PROJECT NUMBER: 093-093-S69-2

NAME OF PROJECT: Expanding and Improving Educational Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $40,000

NUMBER OF PARTICIPATING CHILDREN: 139

SUMMARY SUBMITTED BY: J. Marlin Smith, Superintendent

TITLE I PERSONNEL: TEACHERS: 7 OTHER PROFESSIONAL: 2

AIDES: 2 OTHER NON-PROFESSIONAL: 5

ACTIVITIES: English-Other Language Arts SUPPORTIVE SERVICES: Attendance
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Children from qualified attendance areas participated in a language arts program for six weeks. Emphasis was placed on reading, communication skills and relating the written and spoken language to other areas of the curriculum. Children from a deprived background had difficulty relating language to what actually took place in the schoolroom. Opportunity to communicate ideas with other children and with adults was provided. Effort was made to make this experience successful.

Seven classroom teachers and two instructional aides were employed. Materials and equipment suitable for compensatory education were provided. Part of classroom space was air conditioned.

When children from deprived backgrounds experience success in school, they change their attitude. It is hoped this will help close the gap between the deprived child and the "average" one.

NAME OF SYSTEM: Macon County **PROJECT NUMBER:** 096-096-R69-1

NAME OF PROJECT: The Improvement of Reading, Arts, Sciences and Other Skills

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $284,019

NUMBER OF PARTICIPATING CHILDREN: 1,577

SUMMARY SUBMITTED BY: S. R. Hollinshed, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 58 **OTHER PROFESSIONAL:** 0

AIDES: 0 **OTHER NON-PROFESSIONAL:** 0

ACTIVITIES:
Art
Business
Cultural Enrichment
English-Reading
Mathematics
Music
Physical Education
Natural Science

SUPPORTIVE SERVICES:
Attendance
Food
Health-Medical
Library

NARRATIVE DESCRIPTION OF PROJECT:

These activities and services (for grades one through twelve) were designed to improve the achievement levels of educationally, culturally and economically deprived children in the Macon County attendance area. These pupils were chosen on the basis of poor performance on standardized tests, achievement significantly below grade level in other skill areas and emotional and social instability. These students were placed in small groups (a maximum of 15 per class) to eliminate the problem of overcrowded classes and to adjust instruction to meet individual needs. Equipment, supplies and materials purchased for the perfection of this program were filmstrips, transparencies, records, kilns, books, charts and major classroom supplies to aid in teaching these deprived pupils.

These activities and services were designed with built-in evaluation which showed a marked improvement on standardized tests and an improved ADA. This project also increased the students' occupational and education interest. Mathematical skills and verbal functioning also improved.

NAME OF SYSTEM: Macon County **PROJECT NUMBER:** 096-096-S69-2

NAME OF PROJECT: A Follow-up of Regular Term - Improvement of Reading, Arts, Sciences and Other Skills

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $140,309

NUMBER OF PARTICIPATING CHILDREN: 1,020

SUMMARY SUBMITTED BY: S. R. Hollinshed, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 49 **OTHER PROFESSIONAL:** 11

AIDES: 17 **OTHER NON-PROFESSIONAL:** 23

ACTIVITIES:
Reading
English-Language
Mathematics
Music
Physical Education
Science
Arts
Social Studies
Tutorial

SUPPORTIVE SERVICES:
Food
Counseling
Health-Medical
Library
Social Work
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

A comprehensive summer program was provided for the educationally and culturally disadvantaged children of the Macon County School System. This program in effect was a follow-up program of the regular school term. Participants were selected on the basis of needs and post-test evaluation, major emphasis being placed on reading.

Reading, music, physical education and library services were provided in the elementary schools serving the target population. High school children were involved in these activities: science, reading, social science and business education.

Appropriate instructional materials and audiovisual aids such as tape recorders, record players, overhead projectors, language masters and filmstrip projectors were used extensively. Participants were grouped according to needs for instructional purposes. Teachers were assisted with classroom routines by instructional aides.

The summer activities were so designed as to have a positive effect on the disadvantaged participants. The built-in evaluation of the project design should achieve improvement in reading skills, improved diet and maintenance of health as well as desirable human relationships.

NAME OF SYSTEM: Madison County **PROJECT NUMBER:** 097-097-R69-1

NAME OF PROJECT: Six School Project

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $152,369

NUMBER OF PARTICIPATING CHILDREN: 895

SUMMARY SUBMITTED BY: Mike Baker, Federal Coordinator

TITLE I PERSONNEL: **TEACHERS:** 11 **OTHER PROFESSIONAL:** 2

AIDES: 12 **OTHER NON-PROFESSIONAL:** 9

ACTIVITIES:
Art
Kindergarten
English-Reading

SUPPORTIVE SERVICES:
Food
Transportation
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

The purchase of equipment for fiscal year 1969 was not planned under Title I. Ordinary supplies such as paper, duplicating material, stationary and postage were purchased for administrative and instructional use. Only a few textbooks and library materials were purchased for this project. Title I funds provided a free lunch program for deprived children who could not afford their own meals. Supplies such as antiseptics and bandages were provided for the registered nurse.

The children in Madison County were offered art instruction by special art teachers. These teachers taught in four elementary and two high school classes. Field trips were arranged for visits to museums and other points of interest. Many of the educationally deprived children would never have had this opportunity otherwise. Many classroom teachers felt they did not have the time to provide art experiences for their students; therefore students would have missed these art activities if it had not been for the special art teachers.

Special reading teachers provided remedial and corrective reading for students in the elementary schools. This special instruction promoted a better foundation in reading for these educationally deprived students. Reading was one of the areas in our curriculum which needed improvement. Classroom teachers felt that this special reading project strengthened the entire reading program.

NAME OF SYSTEM: Madison County **PROJECT NUMBER:** 097-097-S69-2

NAME OF PROJECT: Catch-Up

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $63,410

NUMBER OF PARTICIPATING CHILDREN: 330

SUMMARY SUBMITTED BY: Howard Maxwell, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 23 **OTHER PROFESSIONAL:** 5

AIDES: 7 **OTHER NON-PROFESSIONAL:** 21

ACTIVITIES:
- Art
- English-Reading
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Health-Medical
- Speech Therapy
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Project Catch-Up included a corrective reading program and kindergarten, with art featured in both activities.

The Corrective Reading Program was offered to pupils in grades 1-3. Rather than make this program an extension of the regular school reading program, which has failed to produce favorable results with these children, a new approach was utilized. Special programmed materials for corrective work were introduced. Emphasis was placed on selection of materials that were interesting as well as educational.

Tape recorders and record players were equipped with earphone sets as special instructive methods. SRA word games, Dolch word games, Peabody Language Kits and high interest-low vocabulary materials were used to supplement the programmed material. These materials were used to stimulate the child's interest and imagination. By employing interesting as well as educational materials the child was more receptive to the learning process.

Equipment and materials for this activity included tape recorders, headphone sets, mobile teaching centers, prerecorded tapes with corresponding worksheets, filmstrips, filmstrip projectors and programmed materials. Round, rectangular and half-round activity tables and chairs were used to provide the necessary small group teaching situation.

The kindergarten activity provided concrete experiences for children who functioned at the pre-operational (low in verbal ability) or early concrete (not able to use symbolic, now concrete materials) levels. To increase verbal skills the children were provided with high verbal experiences.

NAME OF SYSTEM: Marietta City **PROJECT NUMBER:** 033-226-R69-1

NAME OF PROJECT: Corrective Language Arts, Kindergarten for Educationally Deprived Children

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $113,127

NUMBER OF PARTICIPATING CHILDREN: 450

SUMMARY SUBMITTED BY: Jane Riley, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 11 **OTHER PROFESSIONAL:** 1

AIDES: 6 **OTHER NON-PROFESSIONAL:**

ACTIVITIES: English-Reading
Kindergarten

SUPPORTIVE SERVICES: Food Service
Student Body Activities

NARRATIVE DESCRIPTION OF PROJECT:

This project provided a language arts program for 300 students in five elementary-junior high schools with one Title I teacher in each school. The teacher worked with 60 students daily in groups of eight to twelve. Students were selected on the basis of scores made on the California Achievement Test with priority given to those scoring two or more grade levels below actual grade placement. An itemized study of the California Test, the Informal Reading Inventory and a test of Dolch Basic Word List enabled the teacher to identify a child's deficiencies. Appropriate teaching methods, materials and equipment were used to work toward removing these deficiencies. These included Webster Classroom Clinic, SRA Laboratories, Houghton-Mifflin Reading Series, Elementary Reader's Digest, overhead projectors, Language Master machines, tape recorders and Dukane filmstrip projectors.

This project also provided a kindergarten program for 150 students in six elementary schools, with one teacher and one paid aide for each class of 25 students. Emphasis was placed on removing education deprivation. The students received teacher directed verbal experiences involving demonstrations and drills to develop ability to speak in complete sentences, to recognize and write letters of alphabet and sight recognition of at least 10 words. Numbers concepts included teaching children to count aloud to 100, count objects to 20, recognize numerals up to 20 and associate the correct number with each numeral.

Several field trips were made to build the background for educationally oriented experiences. Materials and equipment used included the Ginn Reading Readiness Kit, Scott-Foresman Talkstarters, Instructor Early Childhood Materials, record players and records, tape records and overhead projectors. Emphasis was placed in the program on giving children a concentration of academic learning experiences to bridge the gap between these children and those whose environmental backgrounds have provided the same.

A free lunch was served each day to each eligible child.

NAME OF SYSTEM: Marietta City **PROJECT NUMBER:** 033-226-S69-1

NAME OF PROJECT: Summer School of Corrective Work in Language Arts and Math; Summer Kindergarten

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $35,093

NUMBER OF PARTICIPATING CHILDREN: 350

SUMMARY SUBMITTED BY: Jane Riley, Title I Coordinator

TITLE **I PERSONNEL:** **TEACHERS:** 16 **OTHER PROFESSIONAL:** 4

AIDES: 8 **OTHER NON-PROFESSIONAL:** 8

ACTIVITIES: English-Reading
Mathematics
Kindergarten

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

Eight weeks of summer school were offered to those students who were shown by standardized tests to be deficient in the area of English-Reading. Seven teachers worked with small groups of students at regularly scheduled times throughout the day to remove the deficiencies these children had. Stress was placed on the following areas which were shown by standardized tests to be the most important areas of English-Reading for the elementary child: reading vocabulary, reading comprehension, language development and mechanics of English. Equipment used included reading projector sets with reading filmstrips, listening stations with headphones, overhead projectors, tape recorders and phonographs. Materials used included the Webster Classroom Clinic, SRA Laboratories and Elementary Reader's Digest.

Eight weeks of summer school were also offered to those students who were deficient in the area of mathematics. Seven teachers worked with small groups of students at regularly scheduled times during the day to remove the deficiencies which these children had in math. Stress was placed on arithmetic reasoning and arithmetic fundamentals. Equipment included the Kodak Carousel Flash-O-Math Program, viewers from Educational Projections Corporation with filmstrip lessons in math, overhead projectors and opaque projectors. Materials included the Calhoun CompanyProgrammed Arithmetic materials, the Holt-Rinehart arithmetic series and the SRA Elementary Mathematics Program.

Two classes of kindergarten were offered to 30 children for eight weeks. Two teachers worked daily with these children, giving them instruction in reading readiness, arithmetic and language development. Materials included books, recordings, Ginn Reading Readiness Kits. Equipment used included phonographs, Language Master Machines, tape recorders and overhead projectors.

NAME OF SYSTEM: Marion County PROJECT NUMBER: 098-098-R69-1

NAME OF PROJECT: Curriculum Enrichment including Reading, Music and Art

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $122,630

NUMBER OF PARTICIPATING CHILDREN: 610

SUMMARY SUBMITTED BY: L. K. Moss, Superintendent

TITLE I PERSONNEL: TEACHERS: 12 OTHER PROFESSIONAL: 6

AIDES: 10 OTHER NON-PROFESSIONAL: 13

ACTIVITIES:
- Art
- English-Reading
- Music

SUPPORTIVE SERVICES:
- Attendance
- Guidance
  - Counseling
- Library
- Food

NARRATIVE DESCRIPTION OF PROJECT:

This Title I project was based primarily on reading and art, with minor emphasis on music. Staff involved were elementary teachers and a half-time reading teacher. The primary grades had extra reading lessons three times each week and art twice each week. Additional music instruction was conducted by the music director.

Art stands were purchased along with additional art and reading teacher materials. The two teachers employed had small classes so that more individualized instruction could be given.

Two part-time counselors provided tests and testing services in order to provide teachers with the needs of pupils. One part-time visiting teacher was involved in determining physical needs and through her attendance services she helped with health and nutritional services. Three hundred and fifty children were fed lunch daily.

Additional library and textbooks were provided. The reading level was raised significantly and each library report showed increased interest in reading.

Reading methods used included mimeo and ditto materials, slides and filmstrips and individual practices in reading.

Through the attendance services an improved ADA resulted; the academic subjects and supportive services brought about improved mental and physical conditions of students.

NAME OF SYSTEM: McIntosh County **PROJECT NUMBER:** 095-095-R69-1

NAME OF PROJECT: Reading, Music, Business Education, Industrial and Related Activities

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $66,760

NUMBER OF PARTICIPATING CHILDREN: 790

SUMMARY SUBMITTED BY: W. E. Ethington, Superintendent

TITLE I PERSONNEL: **TEACHERS:** **OTHER PROFESSIONAL:** 2

AIDES: 17 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
Business Education
English-Reading
Industrial Arts
Music

SUPPORTIVE SERVICES:
Food
Guidance
Counseling

NARRATIVE DESCRIPTION OF PROJECT:

In each of the approved areas better educational opportunities and services were offered through adequate curriculum, staff and special programs to meet the needs of educationally deprived children. In business education approximately 30 students in typing, shorthand and business arithmetic. About 450 pupils studied English-reading. Programmed materials, tapes, tape recorders and workbooks as well as other instructional materials offered new avenues of learning experiences.

Teachers' aides played a most important part throughout the entire program. Aides assumed many of the non-professional duties, allowing more time for teachers to do a better job in the professional area. Music and cultural enrichment became an integral part of the total program because of materials and instructional supplies provided.

Opportunities to develop skills related to industry and industrial products were provided through our industrial arts program.

Evidence of better attendance as well as improved study habits and a better self image resulted from the school food program.

Guidance services provided at each service center did much to identify areas of educational, social health, and cultural deficiences.

NAME OF SYSTEM: McIntosh County **PROJECT NUMBER:** 095-095-S69-2

NAME OF **PROJECT:** English, Reading, Mathematics, Art, Music and Physical Education

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $53,328

NUMBER OF PARTICIPATING CHILDREN: 423

SUMMARY SUBMITTED BY: Catherine M. Cooper, Evaluator

TITLE I **PERSONNEL:** **TEACHERS:** 19 **OTHER PROFESSIONAL:** 5

AIDES: 18 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
Guidance
Food Service
English-Reading
Mathematics
Art
Music
Physical Education

SUPPORTIVE SERVICES:
Family and Children Services
Health Department
Lions' Club
Eye glasses

NARRATIVE DESCRIPTION OF PROJECT:

The art program in Darien and Todd-Grant schools used two teachers and two aides. The materials and equipment included a kiln, easels, paints, crayons, clay, scissors, paper and paste. Instructions included visual manipulation, oral direction and creative expression.

The reading English program in Darien, Eulonia and Todd-Grant Schools used eight teachers and eight aides and the SRA Reading Laboratories. Students were encouraged to read for enjoyment and to do creative oral and written compositions based on experiences gained from field trips. Classes were limited to 20 students.

The math program was in all three schools with eight teachers and eight aides. Special emphasis was placed on number conceptions at all levels with the use of overhead projectors, charts, graphs, flash cards, records and filmstrips.

The music program in the Todd-Grant School had one teacher and one aide. Extensive use was made of visual aids, piano, rhythm instruments, song books and phonograph records.

The physical education and recreation program was in the Darien School. One teacher and two youth corps workers conducted the program. Instructions were directed through demonstrations and participation in sports activities.

Guidance and counseling services were conducted in all three schools by one counselor. Pre-testing was done the first week and post-testing the last week. Parent-student conferences were held as needed and follow-up procedures conducted when necessary. All boys from boys estate participated in the program.

A hot lunch was served each student in the program.

NAME OF SYSTEM: Meriwether County **PROJECT NUMBER:** 099-099-R69-1

NAME OF PROJECT: Improving Skills in Critical Instructional Areas

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $319,743

NUMBER OF PARTICIPATING CHILDREN: 1,778

SUMMARY SUBMITTED BY: W. J. Raines, Title I Director

TITLE I PERSONNEL: **TEACHERS:** 10 **OTHER PROFESSIONAL:** 7

AIDES: 6 **OTHER NON-PROFESSIONAL:** 17

ACTIVITIES:
- Business Education
- Home Economics
- English-Reading
- Natural Science
- Mathematics
- Music
- Cultural Enrichment
- Physical Education
- Social Science

SUPPORTIVE SERVICES:
- Attendance
- Clothing
- Food
- Health-Dental
- Health-Medical
- Library
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project improved skills in the critical instructional areas of English-reading, mathematics, natural science and social science. Primary emphasis was given to 200 children in 10 classes with Title I teachers. Nine of these classes were taught in relocatable classrooms. Some of the materials used were Language Experiences in Reading, Math Workshop and AAAS Science. A teacher certificated in elementary education served as curriculum consultant to the 10 teachers in the Title I classes. Enrichment materials consisting of program materials on different levels, instructional visual aids, supplementary library books and a variety of textbooks in subject matter areas were also used.

Supportive services in attendance, clothing, lunches, dental care, medical care, and library services were furnished the schools participating in this program.

NAME OF SYSTEM: Meriwether County PROJECT NUMBER: 099-099-S69-2

NAME OF PROJECT: Program for Underachievers K-6

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $75,970

NUMBER OF PARTICIPATING CHILDREN: 500

SUMMARY SUBMITTED BY: Warner J. Raines, Director, Title I

TITLE I PERSONNEL: TEACHERS: 30 OTHER PROFESSIONAL: 11

AIDES: 15 OTHER NON-PROFESSIONAL: 18

ACTIVITIES:
Cultural Enrichment
English-Reading
Mathematics
Kindergarten

SUPPORTIVE SERVICES:
Clothing
Food
Health-Dental
Health-Medical
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The kindergarten (school readiness) program operated for six weeks from 8:30 to 12:00. The program reached 180 culturally and economically disadvantaged children. Each child received a complete physical examination, dental treatment of cleaning and fluoride, dental follow-up work, vision and hearing screening and the necessary medical follow-up work. A staff of nine teachers and nine aides worked in the program.

A program for underachievers in reading and mathematics had 320 students. This program was developmental and corrective. New and varied instructional materials were in abundance. The reading program used LEIR (Language Experience in Reading materials and the Open Highways program. The math program used the Math Workshop materials. A staff of 21 teachers and six educational aides worked in this activity.

A professionally trained librarian coordinated and supervised library services within each school.

Each child received a morning snack of cereal and milk. Children received cultural enrichment experiences through a planned field trip program.

A three day in-service program encouraged staff development.

NAME OF SYSTEM: Mitchell County **PROJECT NUMBER:** 101-101-R69-1

NAME OF PROJECT: 1968-69 General Improvement Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $205,002

NUMBER OF PARTICIPATING CHILDREN: 1,350

SUMMARY SUBMITTED BY: C. W. Hudson, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 15 **OTHER PROFESSIONAL:** 5

AIDES: 2 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
- Business Education
- English-Reading
- Mathematics
- Physical Education
- Vocational Agriculture

SUPPORTIVE SERVICES:
- Food Service
- Health-Dental
- Health-Medical
- Library Aid

NARRATIVE DESCRIPTION OF PROJECT:

The Mitchell County Title I project provided aid to a limited group of the total number of school children in the district. Strong emphasis was placed on the fundamentals of reading and arithmetic for children in the lower grades. Special teachers and supplies were provided for the first, third and fourth grades. Consultants were employed to conduct formal in-service training for the teachers as well as demonstrations in the classroom with the children. Ample funds were allocated to provide special material recommended by the consultants.

In support of this intensified program, funds provided lunch for all needy children on the basis of ability to pay. A nurse examined all children and saw that medical needs received immediate corrective action. This action included dental as well as medical care.

Knowledge and ability of the children in grades one, three and four increased due to education and social service projects.

NAME OF SYSTEM: Mitchell County **PROJECT NUMBER:** 101-101-S69-2

NAME OF PROJECT: 1968-69 Summer School Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $34,000

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: C. W. Hudson, Coordinator, Federal Programs

TITLE I PERSONNEL: **TEACHERS:** 24 **OTHER PROFESSIONAL:** 2

AIDES: 24 **OTHER NON-PROFESSIONAL:** 6

ACTIVITIES:	English-Reading Mathematics Kindergarten	**SUPPORTIVE SERVICES:**	Food Health-Medical Health-Dental

NARRATIVE DESCRIPTION OF PROJECT:

The summer program was designed to provide an intensified curriculum of reading and mathematics for children in grades 1 through 6. Twenty-four teachers and 24 aides provided maximum attention to each individual student. Approximately $2,000 was allocated to purchase special teacher's material. Audio-visual equipment and material previously purchased was available to the teachers. Children are expected to advance the equivalent of six months school time during the six week period in reading and mathematics.

NAME OF SYSTEM: Montgomery County **PROJECT NUMBER:** 103-103-R69-1

NAME OF PROJECT: Curriculum Enrichment

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $120,157

NUMBER OF PARTICIPATING CHILDREN: 557

SUMMARY SUBMITTED BY: Carolyn B. Moses, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 10 **OTHER PROFESSIONAL:** 1

AIDES: 4 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
English-Reading
Music
English
Natural Science
Physical Education

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

Montgomery County began remedial reading classes for 12 students per hour; they participated in a program which used an oral, visual and kinetic approach to reading problems. Children's reading problems were dealt with on an individual basis. In addition to these remedial classes, the pupil-teacher ratio was reduced in the elementary schools. The SRA reading laboratories further enriched the language arts curriculum in the elementary schools. Enrichment of language arts was carried out in the high school through the use of filmstrips, records and transparencies purchased under the Title I program. An additional English teacher reduced the size of classes.

A better program of natural science on the high school level was provided for the students. Laboratory equipment and supplies were purchased so that students no longer approached science from only a theoretical or textbook point of view.

Montgomery County began a music program which provided instrumental and vocal training to students in grades five through twelve.

Physical education for boys and girls in grades eight and nine was included in the curriculum. By giving students in these grades this additional attention, the dropout rate in this critical period was reduced.

Free lunches for needy students were provided.

NAME OF SYSTEM: Montgomery County **PROJECT NUMBER:** 103-103-S69-2

NAME OF PROJECT: Summer School

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $25,882

NUMBER OF PARTICIPATING CHILDREN: 240

SUMMARY SUBMITTED BY: Emmit E. Warnock, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 13 **OTHER PROFESSIONAL:** 1

AIDES: 4 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
- English-Reading
- English-Other Language
- Mathematics
- Music
- Physical Education/Recreation
- Arts
- Natural Science
- Social Science
- Pre-Kindergarten and Kindergarten

SUPPORTIVE SERVICES:
- Food
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Through individualized and small group activities the summer school program was effective in meeting the needs of the educationally deprived children. Many of the students were academically retarded because of attitudes, motivation, study habits and deficiencies in basic skills. The minimum of rigidity in the summer school classrooms gave pupils a chance to know each other as people and gave the teacher an opportunity to see the needs and work with the academically frustrated and economically and culturally deprived children.

The professional staff included 14 teachers in areas of pre-kindergarten through grade 12. Four aides assisted with the non-teaching duties.

Audio and visual equipment and materials made information more presentable and helped create more favorable attitudes toward school subjects. The SRA Reading Laboratory, Harper Row Treasure Chest, Flash Program in mathematics, math laboratory, transparencies, filmstrips, records, films made learning more interesting. Field trips, scientific experiments in the laboratory and availability of school library for study and reading pleasure also appealed to the students.

A positive change in attitude and study habits is expected to be brought about as a result of intensive efforts of the personnel. Good communication between teachers and students with no stress on grades and an opportunity to work on a suitable academic level was conducive to learning and successful academic pursuits should result in changed attitude toward the regular school term, improved school attendance and a better understanding of goals.

NAME OF SYSTEM: Moultrie City **PROJECT NUMBER:** 035-228-R69-1

NAME OF PROJECT: General Educational Improvement

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $164,222

NUMBER OF PARTICIPATING CHILDREN: 708

SUMMARY SUBMITTED BY: Howard L. Bridges, Jr., Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 12 **OTHER PROFESSIONAL:** 6

AIDES: 0 **OTHER NON-PROFESSIONAL:** 12

ACTIVITIES:
- English-Reading
- Language Arts
- Home Economics
- Industrial Arts
- Music
- Physical Education/Recreation
- Science
- Kindergarten
- Art

SUPPORTIVE SERVICES:
- Attendance
- Food
- Guidance
  - Counseling
- Library

NARRATIVE DESCRIPTION OF PROJECT:

The Title I Project for the Moultrie Public Schools improved education standards of the educationally deprived student. This project offered not only basic educational activities such as reading and science but also activities that produced student interest. Courses of instruction in art, music, physical education, home economics and industrial arts tended to hold the students' interests, thereby keeping him in school and motivating him to seek more education and vocational training.

The equipment purchased for this project was limited to the kindergarten and music areas. For kindergarten the items of equipment included a 16mm projector and screen, an animal cage and a chart stand. Equipment purchased for the junior high music program included instrument stands, instrument repair kits and music stands.

Some of the materials used in this project included flash cards, various types of books, kindergarten toys, art materials, sheet music and reading readiness tests.

The participating students showed a marked improvement in their school work as well as their attitude toward school in general. This was evident through a decreased absenteeism and increased enthusiasm in their work. A major factor in this improvement was smaller classes with individual attention for students.

NAME OF SYSTEM: Moultrie City **PROJECT NUMBER:** 035-228-S69-2

NAME OF PROJECT: Summer Educational Improvement

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $61,683

NUMBER OF PARTICIPATING CHILDREN: 400

SUMMARY SUBMITTED BY: Howard L. Bridges, Jr. Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 35 **OTHER PROFESSIONAL:** 6

AIDES: 0 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
Business Education
Cultural Enrichment
English-Reading
Industrial Arts
Mathematics
Music
Science
Social Science
Driver Education

SUPPORTIVE SERVICES:
Food
Library

NARRATIVE DESCRIPTION OF PROJECT:

The summer project for the Moultrie Public Schools was designed to provide educational needs of deprived children. Of major importance in this project was basic education, reading, mathematics, science and social science. Courses in art, music, literature, drama, driver education and industrial arts were provided as incentive to attend summer school.

Since this was a summer school project, no equipment was purchased. However, the teachers had access to all equipment in the Moultrie public schools. Overhead projectors, filmstrip projectors and tape recorders were widely used.

Some of the materials included in the summer school program included various grade levels of reading materials, charts, maps and other teaching aides that brought about a more effective and interesting summer program.

The students participating in this project exhibited a marked degree of interest as seen through attendance records. This was probably due to the school's effort of attempting to provide these students with the best teachers and the most up-to-date materials.

NAME OF SYSTEM: Murray County **PROJECT NUMBER:** 105-105-R69-1

NAME OF PROJECT: Increased Educational and Cultural Advantages for Deprived Children

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $37,922

NUMBER OF PARTICIPATING CHILDREN: 267

SUMMARY SUBMITTED BY: Jimmie Witherow, Superintendent

TITLE I PERSONNEL: **TEACHERS:** **OTHER PROFESSIONAL:** 1

AIDES: 11 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
Art
English-Reading
English-Speech
Mathematics
Natural Science
Activities for Handicapped

SUPPORTIVE SERVICES:
Library
Special Services for Handicapped

NARRATIVE DESCRIPTION OF PROJECT:

Murray County Project was designed to increase educational and cultural advantages for deprived children. The activities listed above provided a developmental and/or corrective program in the specific areas, and was taught by state certificated teachers using approved materials, equipment and methods of instruction. Most of these teachers were provided with a teacher aide for at least part of the day.

The supportive services were added to enrich the curriculum in reading and provide services for EMR students.

The overall project was designed to improve the self-image of the deprived student, improve classroom performance in academic areas, improve attendance, decrease drop-out rate and reduce racial and cultural isolation.

NAME OF SYSTEM: Murray County PROJECT NUMBER: 105-105-S69-2

NAME OF PROJECT: Increased Educational and Cultural Advantages for Deprived Children

REGULAR TERM:

SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $41,995

NUMBER OF PARTICIPATING CHILDREN: 350

SUMMARY SUBMITTED BY: Jimmie Witherow, Superintendent

TITLE I PERSONNEL:

TEACHERS: 22

OTHER PROFESSIONAL: 2

AIDES: 18

OTHER NON-PROFESSIONAL: 10

ACTIVITIES:
- Art
- English-Reading
- Mathematics
- English-Speech
- Social Science
- Natural Science
- Physical Education/Recreation

SUPPORTIVE SERVICES:
- Library
- Food
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Murray County Project was designed to increase educational and cultural advantages for deprived children. The activities listed above provided a developmental and/or corrective program in specific areas, and were taught by state certificated teachers using approved materials, equipment and methods of instruction. Most of these teachers were provided with a teacher aide at least for a portion of the day.

The supportive services were added to enrich the curriculum in reading or to provide other essential services for children in the summer program.

The overall project was designed to improve the self-image of the deprived student, improve classroom performance in academic areas, improve classroom attendance, decrease dropout rates and reduce racial and cultural isolation.

NAME OF SYSTEM: Muscogee County **PROJECT NUMBER:** 106-106-R69-1

NAME OF PROJECT: Remediation and Enrichment

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $599,715

NUMBER OF PARTICIPATING CHILDREN: 1,638

SUMMARY SUBMITTED BY: William Henry Shaw, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 11 **OTHER PROFESSIONAL:**

AIDES: 0 **OTHER NON-PROFESSIONAL:** 40

ACTIVITIES:	Art English-Reading Other Language Arts Math Science Social Science Kindergarten	**SUPPORTIVE SERVICES:**	Food Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Remediation and enrichment provided compensatory services to culturally disadvantaged pupils in the areas of cultural enrichment--English-reading, English-other language arts, mathematics, natural science, social science and kindergarten. There were two supporting services, food and transportation.

A materials center provided materials delivered daily to the school upon request. Materials were multi-media and sought to strengthen the ability of disadvantaged children to conceptualize and visualize by using senses other than hearing. The center was successful in expanding the cultural environment of the children as well as improving their abilities to perform in the target instructional fields from kindergarten through the twelfth grade.

A diagnostic reading center used a wide range of material and equipment including talking typewriters to remedy reading disabilities. This equipment proved very successful because it was completely individualized in method and approach.

Two lesser aspects of the project included food services for disadvantaged pupils at their schools and television transmission of special programs to three schools. Programs were rebroadcasts of ETV programs from the state network and tapes which had been purchased for such purposes. These aspects of the project proved quite successful.

NAME OF SYSTEM: Muscogee County **PROJECT NUMBER:** 106-106-S69-2

NAME OF PROJECT: Tutoring and Remediation

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $360,432

NUMBER OF PARTICIPATING CHILDREN: 1,438

SUMMARY SUBMITTED BY: William Henry Shaw, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 268 **OTHER PROFESSIONAL:** 10

AIDES: 0 **OTHER NON-PROFESSIONAL:** 60

ACTIVITIES:
- English-Reading
- Mathematics
- Natural Science
- Social Science
- Kindergarten

SUPPORTIVE SERVICES: Transportation

NARRATIVE DESCRIPTION OF PROJECT:

A staff of professional teachers tutored children who showed disability in a specific subject area. Each pupil was tutored for one hour daily over a period of thirty days. If a second area of disability was discerned the child received an additional twenty days of tutoring in the second area. Emphasis was placed on the method of the discipline rather than upon the accumulation of factual data.

A diagnostic reading center furnished to children with reading difficulties transportation to a centralized location where special equipment and materials were used to overcome their specific reading handicaps. Special materials and equipment of primarily an audio-visual nature were furnished the teacher from a center upon request. One of the unique features of the program was the use of cassette recorders and players to meet individual pupil needs.

This program served to strengthen operational weaknesses the students possesse and provided them with personal professional attention heretofore not available.

4

NAME OF SYSTEM: Newnan City **PROJECT NUMBER:** 229-138-R69-1

NAME OF PROJECT: Service and Activities for Motivational Learning

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $93,015

NUMBER OF PARTICIPATING CHILDREN: 940

SUMMARY SUBMITTED BY: O. P. Evans, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 2 **OTHER PROFESSIONAL:** 2

AIDES: 13 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
Cultural Enrichment
English-Reading
Physical Education/Recreation
Other: Kindergarten

SUPPORTIVE SERVICES:
Clothing
Food
Health-Dental
Health-Medical
Library

NARRATIVE DESCRIPTION OF PROJECT:

Activities were provided for the children in the areas of cultural enrichment, reading, physical education/recreation and two kindergarten classes. In addition to the regular basal reading series used in each classroom, extra resource materials were added to the library holdings, such as framed modern art reproductions, mounted pictures and pieces of sculpture. Films and filmstrips were added in the social science areas. There were three library-aides provided.

Each child attended seven performances of Southeastern Assemblies.

Two kindergarten teachers and two teacher aides provided learning experiences for fifty youngsters. They attended school for three hours each day during the regular school term.

In recreation, metal basketball backboards were bought for one school. All eligible schools received an ample supply of various kinds of balls, bats and the like.

A health services assistant to the visiting teacher was employed to extend her services. Disadvantaged youngsters were provided with clothing, lunches, dental care, physical examinations, treatment, eye examinations and glasses when recommended. She also saw that the kindergarten children completed their immunizations.

Believing that a healthy child can learn better, the health services added some dimension to the physical stamina of the disadvantaged child. This has been a continuation of the program started in February 1968, ESEA Title I Project.

NAME OF SYSTEM: Newnan City **PROJECT NUMBER:** 229-138-S69-2

NAME OF PROJECT: Remedial Summer School

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $30,035

NUMBER OF PARTICIPATING CHILDREN: 400

SUMMARY SUBMITTED BY: O. P. Evans, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 16 **OTHER PROFESSIONAL:** 5

AIDES: 16 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
Cultural Enrichment
English-Reading
Physical Education/Recreation
Other: Kindergarten

SUPPORTIVE SERVICES:
Clothing
Food
Health-Dental
Health-Medical
Library

NARRATIVE DESCRIPTION OF PROJECT:

No equipment was bought for the summer project. Supplies and materials which were bought included library books, supplementary readers, a large amount of art supplies and some filmstrips.

A special feature of reading instruction was an individualized approach using library books and supplementary reading books. The students were tired of basal readers and welcomed the chance to do more on their own. Classes were small. The interest of these students was evidenced by their good attendance and enthusiasm about art work.

A substantial snack was served during the morning. The students had supervised recreation and scheduled chapel programs for added interest. The health assistant had all kindergarteners examined by a physician, dentist and optometrist with follow-up remediation. Clothes were also provided.

The remedial summer school was a continuation of the program begun in February 1968 using the services of a health assistant who worked closely with the coordinator, visiting teacher, teachers and the home to improve the general health of students kindergarten through eight in the three target schools. During the summer priority was given to kindergarteners.

NAME OF SYSTEM: Newton County PROJECT NUMBER: 107-107-R69-1

NAME OF PROJECT: Improve Reading, Health, Music, Nutrition, Business Education, Testing

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $106,776

NUMBER OF PARTICIPATING CHILDREN: 950

SUMMARY SUBMITTED BY: M. D. McRae, Coordinator

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 3

AIDES: 12 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
Business Education
English-Reading
Music
Science

SUPPORTIVE SERVICES:
Food
Testing
Speech

NARRATIVE DESCRIPTION OF PROJECT:

The projects for Newton County included a music program in which the county paid the director of music. Title I funds provided musical instruments, uniforms, part of a building and carpeting for the building. A music teacher gave band instruction at two elementary schools.

The English-Reading program was carried on in the elementary schools, the county providing teachers and Title I funds providing aides and supplies. Children received remedial reading instruction in addition to their regular classroom work.

The county furnished an instructor for beginning business education. These classes used equipment previously purchased by the county and Title I. However, we were unable to employ a teacher for advanced business education.

The speech therapist worked five months with 65 students, some of whom were hard of hearing as well as impaired in their speech.

Two hundred fifty children were provided with an adequate (Type A) lunch. Title I funds provided four expertly trained testing aides, and a coordinator paid by the county supervises all group testing. Individual testing is provided by the test coordinator, who is a certified education specialist. Hearing and sight tests were provided for all deprived children, eighty of whom will receive additional professional services provided by Title I.

NAME OF SYSTEM: Newton County **PROJECT NUMBER:** 107-107-S69-2

NAME OF PROJECT: Improve Kindergarten, Music, Health, Physical Fitness and General Performance in School

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $52,493

NUMBER OF PARTICIPATING CHILDREN: 350

SUMMARY SUBMITTED BY: Dr. Lavinia R. Wood

TITLE I PERSONNEL: **TEACHERS:** 18 **OTHER PROFESSIONAL:** 6

AIDES: 14 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
- Kindergarten
- Music
- English
- Physical Fitness
- Driver Education

SUPPORTIVE SERVICES:
- Food
- Transportation
- Dissemination of Information

NARRATIVE DESCRIPTION OF PROJECT:

Newton County Board of Education had five activities and three supportive services for the summer, 1969 program. The recreation program was staffed by one teacher and two aides, all qualified and certified in Physical Education. A local automobile dealer supplied a car for the Driver Education course, which was staffed by a certified driver education teacher. Music (band) was taught to 20 deprived children by the regular music teacher using instruments bought in previous programs. English was taught to 20 children who were deprived educationally. These children will not be drop-outs because of the opportunity afforded them to raise their educational status.

Two hundred forty students were offered a school readiness program at the preschool level. All children were tested with the Metropolitan Readiness Test and the Peabody Picture Vocabulary test to show their readiness for school. Those indicating the greatest need and possibility for improvement by a six weeks program were enrolled in the classes. Physical activities for eye-hand coordination and muscle development were a large part of the designed program. Bases were built for reading, number concepts, art, music and an acquaintance with the world about them. All activities were developed through the world of play with encouragement for self-direction, self-discipline and independence for school experiences. Each class had a qualified teacher and aide for each twenty pupils.

All pupils needing transportation received it. A noon meal, Type A, lunch was furnished to all children. Preschool children were offered a snack in addition to the regular meal.

NAME OF SYSTEM: Oconee County PROJECT NUMBER: 108-108-R69-1

NAME OF PROJECT: Educational Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $49,386

NUMBER OF PARTICIPATING CHILDREN: 260

SUMMARY SUBMITTED BY: Clyde T. Maxwell, Curriculum Director

TITLE I PERSONNEL: TEACHERS: 7 OTHER PROFESSIONAL:

AIDES: OTHER NON-PROFESSIONAL: 1

ACTIVITIES: English-Reading
Mathematics

SUPPORTIVE SERVICES: Food Services
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The principal activity in the project was the teaching of reading. Reading teachers worked with retarded readers in grades three through twelve in small groups. The program was designed to improve skills, build pupil self confidence and improve attitudes toward reading. University students worked under the supervision of their instructors and graduate assistants to tutor pupils who were severly retarded in reading.

Even though progress was slow, there were definite signs of improvement in pupil attitudes toward reading. One group of pupils showed a mean improvement of one month on the Grey Oral diagnostic reading test. Improved reading skills were reflected in improved classroom performance and pupil attitudes.

The reading program has had a considerable impact on the school program. Teachers were encouraged to use appropriate materials such as basal readers on the pupils' reading levels, S.R.A. reading laboratories and recreational reading. The reading teachers were available to aid teachers in improving their reading programs. University personnel served as consultants.

The mathematics and science program had less impact on the school because it was limited in scope but the pupils who participated in these programs showed improvement in attitude and performance. This was demonstrated by the participation of this group in the local Science Fair. The rolling science laboratory proved to be a highly motivating factor. Pupils were fascinated by it and it allowed the teacher to provide for meaningful demonstrations.

NAME OF SYSTEM: Oconee County **PROJECT NUMBER:** 108-108-S69-2

NAME OF PROJECT: Summer Achievement Project

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $22,971

NUMBER OF PARTICIPATING CHILDREN: 210

SUMMARY SUBMITTED BY: S. H. Sanders, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 14 **OTHER PROFESSIONAL:** 1

AIDES: 2 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
- Business Education
- Cultural Enrichment
- English-other language arts
- Home Economics
- Mathematics
- Music
- Physical Education/Recreation
- Social Science

SUPPORTIVE SERVICES:
- Food
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Two distinct activities were carried on during a six week period. A business education program provided an intensive training period for 30 pupils in grades six through nine. They received training in typing, filing, business English and the use of business machines.

The general program included language arts, mathematics, social science, physical education and cultural enrichment. Several field trips were made to places of interest such as the State Capitol. The younger children took music and the older group home economics.

An added feature of the program was a remedial reading program carried on in cooperation with the University of Georgia. In this program, University students tutored pupils on a one to one basis under the supervision of University personnel.

NAME OF SYSTEM: Oglethorpe County PROJECT NUMBER: 109-109-R69-1

NAME OF PROJECT: Reading, Art and Science

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $96,319

NUMBER OF PARTICIPATING CHILDREN: 1,641

SUMMARY SUBMITTED BY: B. E. Faust, Superintendent

TITLE I PERSONNEL: TEACHERS: 12 OTHER PROFESSIONAL: 1

AIDES: 1 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:	Art Reading Music Preschool	SUPPORTIVE SERVICES:	Attendance Food Health-Medical Library

NARRATIVE DESCRIPTION OF PROJECT:

The major aim of the above activities was to provide additional help for educationally deprived children.

Reading in the primary grades was supportive for the regular reading program and the same materials were used as in the regular classes. Supplementary series were used in an effort to present new, fresh, challenging materials. Use was also made of SRA reading labs, controlled reader, tachistoscope and reading filmstrips.

The art program was designed for all children to have an opportunity to express and develop creative talents. The media used included tempera, water colors, oil, charcoal, crayons, etc.

The additional library worker enabled children with individual reading needs to get more attention. She familarized herself with what was being done in the various reading groups and assisted the classroom teacher in the selection of reading materials.

The preschool activity was designed to give educationally deprived children the benefit of needed training in preparation for first grade.

The music program provided self-expression, social development and appreciation of the talents and accomplishments of others.

The home economics consultant worked with lunchroom personnel for the improvement of the quality and attractiveness of lunches. Every effort was made to see that children in need of financial assistance for lunches received the necessary aid.

NAME OF SYSTEM: Paulding County PROJECT NUMBER: 110-110-R69-1

NAME OF PROJECT: To Improve and Enrich English, Reading and Health, Physical Education

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $59,430

NUMBER OF PARTICIPATING CHILDREN: 1,215

SUMMARY SUBMITTED BY: Donald C. Watson, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 1 OTHER PROFESSIONAL: 1

AIDES: 17 OTHER NON-PROFESSIONAL: 1

ACTIVITIES: English
Physical Education
Reading
Health

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

Teacher aides were used to prepare materials for the teachers, allowing more time for the teachers to work with educationally deprived children. A reading specialist was employed to plan and direct the remedial reading program. Teacher and teacher aides helped the educationally deprived children with their reading problems. The children were taught using a diagnostic method. Diagnosis and remedial plans were provided for teachers and aides by the reading specialist. Most of the help was given in small groups of five or six children. Supplementary readers, literary readers and readers of other than adopted series were used for comprehensive instruction. Duplicated materials were used for teaching word recognition and comprehension skills. All children were taught from materials which were of such a difficult level that they experienced some success and still had enough challenge to enable them to grow. The personal attention that was given seems to have had the greatest impact on these children, who are often left behind in the regular classroom because their problems are unusual or difficult to diagnose.

Children who needed lunches had them provided. Children with physical, emotional and other problems received special help in physical education. Teacher aides under direction of regular physical education teachers helped with these children.

Classroom teachers reported almost immediate changes in attitudes of children, some of whom had presented the biggest educational problems for the school. Attendance showed marked improvement and learning skills increased. The diagnostic teaching and personal attention seemed most responsible for the success of the program.

NAME OF SYSTEM: Pauldint County PROJECT NUMBER: 110-110-S69-2

NAME OF PROJECT: To Improve and Enrich English Reading and Summer Kindergarten

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $32,672

NUMBER OF PARTICIPATING CHILDREN: 650

SUMMARY SUBMITTED BY: Donald C. Watson, Title I Coordinator

TITLE I PERSONNEL:	TEACHERS: 31	OTHER PROFESSIONAL:	7
	AIDES: 17	OTHER NON-PROFESSIONAL:	2

ACTIVITIES:	English-Reading Summer Kindergarten	SUPPORTIVE SERVICES:	Transportation Food

NARRATIVE DESCRIPTION OF PROJECT:

Teacher aides working under the supervision of the teachers were used to prepare materials for classroom use and to perform other duties. A reading specialist was employed to help with the planning and the direction of the remedial reading program. Teachers and teachers aides helped the educationally deprived children who were reading one to two levels below grade placement. Diagnosis and remedial plans were provided for teachers and teacher aides by the reading specialist. All children were taught from such difficult levels that they experienced some success and still had enough challenge to enable them to grow.

The personal attention that was given the pupil seems to have had the greatest impact on those children who are often left behind in the regular classroom because their problems are unusual or difficult to diagnose. Four hours per day was spent diagnosing reading problems of the children and improving reading skills. Children were helped with their problems by the teacher, the counselor and the reading specialist. The teacher aides provided help under the direction of the teachers and the reading specialist. Classroom teachers reported better attitudes toward school and learning. Improvement in skills was noted. A regular kindergarten program was provided for six weeks during the summer. Supplies, materials and equipment were provided for the reading and kindergarten programs. Reading machines, Tach-X, paper, books, mimeograph materials and other things were provided for the reading school. Paper, pencils, crayons, construction paper and other supplies and materials were provided for the kindergarten.

Milk and cookies were served to both reading school and kindergarten.

Transportation was furnished.

NAME OF SYSTEM: Peach County PROJECT NUMBER: 111-111-R69-1

NAME OF PROJECT: Curriculum Enrichment

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $131,322

NUMBER OF PARTICIPATING CHILDREN: 798

SUMMARY SUBMITTED BY: Ernest R. Anderson, Superintendent

TITLE I PERSONNEL: TEACHERS: 8 OTHER PROFESSIONAL: 4

AIDES: OTHER NON-PROFESSIONAL: 4

ACTIVITIES: English-Reading
Industrial Arts
Music

SUPPORTIVE SERVICES: Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The equipment, supplies and materials used in the English-Reading aspect of this project involved films, filmstrips, control readers, reading games, workbooks, overhead projectors, tape recorders, books, opaque projectors, experience charts, and many supplementary books, magazines, songs, and newspapers. Methods of instruction included (1) Language-Experience method; (2) Basal Reader approach; and (3) individualized approach to reading.

The industrial arts part of the project made use of internal combustion engines, including motors from automobiles, welding units, power metal lathes, benders, metal crimpers, cutters and shapers. Equipment for testing the working efficiency of the units was used.

Consumable supplies such as welding rods, oxygen and scrap iron were provided. Duplicating paper, supplies and materials were furnished.

The educationally deprived children improved their classroom performance beyond usual expectations. The rate and severity of discipline problems were reduced. The children's occupational aspiration levels were raised.

NAME OF SYSTEM: Peach County PROJECT NUMBER: 111-111-S69-2

NAME OF PROJECT: Curriculum Enrichment

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $28,287

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: Ernest R. Anderson, Superintendent

TITLE I PERSONNEL: TEACHERS: 16 OTHER PROFESSIONAL:

AIDES: 8 OTHER NON-PROFESSIONAL: 2

ACTIVITIES: English-Reading SUPPORTIVE SERVICES: Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

There were 300 children from kindergarten through sixth grade in the summer English-Reading activity. The kindergarten children were recommended because of their need to make better social adjustments upon entering school in September. The children in grades one through six were tested and on the basis of the results were recommended by their teachers to participate in the program.

The Gates Test, Pitner-Cunningham Test and the Peabody Picture Test were used to help determine the needs and abilities of the children.

The project began, under the supervision of the reading supervisor for the system, with consultants from the Macmillan Company, Ginn Company, Encyclopedia Britannica Company and the Calhoun Company. The Audio-Reader, Hoffman Reader, Macmillan Reading Spectrum, SRA Laboratories, Imperial Reading Program, Experiences in Reading, experience charts, library books, filmstrips, films and recordings were the basic instruments. Many of the programs permitted children to work on an individualized basis with teachers available to give special help to those needing it.

A typical day at school began with an assembly program consisting of reading activities, programs by community helpers, patriotic songs, children's songs and films. The films were of an educational nature and stressed good citizenship, interesting things about the state and community, good manners, as well as providing entertainment for the children. Holidays were observed with special programs presented by the children.

Parent's Day was held every two weeks and it was at this time that parents visited in the classroom and with the teacher to check on the progress of the children and to find out what they might do to help.

These educationally deprived children improved their classroom performance beyond usual expectations. The rate and severity of discipline problems declined. The children's self-image improved and there was evidence of improved social adjustment.

NAME OF SYSTEM: Pelham City **PROJECT NUMBER:** 101-230-R69-1

NAME OF PROJECT: General Curriculum Improvement

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $83,810

NUMBER OF PARTICIPATING CHILDREN: 405

SUMMARY SUBMITTED BY: Henry Jones, Director

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:** 1

AIDES: 1 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
Business Education
English-Reading
Industrial Arts
Music

SUPPORTIVE SERVICES:
Food-Free Lunches
Psychology (Testing)

NARRATIVE DESCRIPTION OF PROJECT:

The activities of this program were geared to improve the reading abilities of the educationally deprived child, particularly in the early years of his educational pursuits, and also to provide practical training on the high school level in business education and industrial arts. It is hoped this will provide them with better job opportunities. Music activities were also provided as a means of raising their cultural levels. Equipment, teaching supplies and materials included approved reading programs and labs, books, filmstrips, workbooks and other related materials, motor driven shop equipment and supplies for wood, metal and electrical working units. In business education supplies and materials from previous programs were utilized.

Individual instruction by a remedial reading teacher, special emphasis by other elementary teachers and the use of the various reading programs and labs were employed as special methods of instruction.

It is expected that many of these educationally deprived children will become much more interested in their school, home and community through having experienced a sense of achievement and become better citizens and more knowledgeable about the community around them. The training received will also provide them with the needed skills to compete with others for better jobs with more advancement possibilities.

Believing that a well-fed child is more conducive to learning, free lunches were provided for the most needy children as determined by their home environment and family income. This proved to be one of the most vital phases of the entire program.

NAME OF SYSTEM: Pelham City PROJECT NUMBER: 101-230-S69-2

NAME OF PROJECT: General Curriculum Improvement

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $18,053

NUMBER OF PARTICIPATING CHILDREN: 200

SUMMARY SUBMITTED BY: Henry Jones, Director of Local Title I Program

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL:

AIDES: 2 OTHER NON-PROFESSIONAL: 7

ACTIVITIES: English-Reading
Mathematics
Music
Physical Education/Recreation

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

The activities of this summer program were limited to the two skill areas of reading and arithmetic. The cultural and social activities of music and recreation were provided in the hopes of building a more well-rounded student. Food services which involved free lunch for each participant were provided to improve the nutritional health of the child.

Supplies and materials, all certified and approved for these activities, included reading programs and labs, books, filmstrips, workbooks in both reading and arithmetic, games and other aids to help increase interest and motivation. Equipment provided by previous Title I projects was also available for use with transparencies and other visual aids.

Each staff member was experienced in reading and arithmetic; the basic philosophy of the program was to improve these skill areas for each child; therefore these teachers used their experience and the aids to provide both individual and special methods of instruction in an attempt to improve these skill areas.

As a result of this program, many of the participants became more interested in school and more proficient in these skill areas; and it is expected they will be better students during the regular school term to follow. With these accomplishments and achievements, these same students will become better citizens more interested in the community around them.

NAME OF SYSTEM: Pierce County **PROJECT NUMBER:** 113-113-R69-1

NAME OF PROJECT: Reading, Science and Math, Physical Education-Recreation, Industrial Arts, Music, Food and Community Services

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $140,559

NUMBER OF PARTICIPATING CHILDREN: 1148

SUMMARY SUBMITTED BY: R. T. Riggins, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 10 **OTHER PROFESSIONAL:** 4

AIDES: **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
English-Reading
Industrial Arts
Mathematics
Music
Physical Education-Recreation
Natural Science

SUPPORTIVE SERVICES:
Attendance
Clothing
Food
Health-Dental
Health-Medical
Library

NARRATIVE DESCRIPTION OF PROJECT:

The program was designed to uplift educational achievement through a concentrated effort focused on educationally deprived children in the areas of English-Reading, mathematics, and natural science. Children were taught in small class groups using special remedial meterials and supplies. It was attempted to provide these students with situations in which they could experience some degree of success.

The industrial arts activity worked toward helping to keep many older boys in school by providing them with work-learning situations and vocational guidance. Music was taught on special grade levels to improve cultural levels and to give a better understanding of music. The physical education-recreation program was implemented under Title I and has been continued each year to improve physical health and well-being of students.

School lunches were fed each school day to approximately 375 needy students who otherwise would receive no lunch during the school day. Attendance services were utilized to help keep students in school and the areas of visual services, dental services and clothing services were focused on needy children to improve physical needs and thus provide more educational opportunities.

All of these activities and services were closely coordinated to insure best results in meeting the needs of these educationally and economically deprived students. Only one item of equipment was purchased, a Titmus Vision Tester, to assist in screening of visual services. Materials consisted of a wide variety of remedial-type materials in the academic areas plus paper supplies, testing materials, and other necessary supplies.

NAME OF SYSTEM: Pierce County **PROJECT NUMBER:** 113-113-S69-2

NAME OF PROJECT: Summer Reading, Math, Music, and Health/Physical Education Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $34,146

NUMBER OF PARTICIPATING CHILDREN: 302

SUMMARY SUBMITTED BY: R. T. Riggins, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 17 **OTHER PROFESSIONAL:** 1

AIDES: 7 **OTHER NON-PROFESSIONAL:** 8

ACTIVITIES:
English-Reading
Mathematics
Music
Physical Education/Recreation
Kindergarten

SUPPORTIVE SERVICES:
Food
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This Title I summer program was basically a continuation of the regular school project. The program continued to stress reading and also added mathematics on the elementary level. These subjects were determined to be two basic areas of academic need. Kindergarten was added to approximately 64 students who were to begin school in September. The kindergarten program last summer was one of the most fruitful activities of the summer program. Class sizes were maintained at about the same level as regular project class sizes (12-18), but during the summer program a relaxed atmosphere and enjoyment of learning situations were stressed.

Every child in summer school was exposed to music classes twice a week and all students, except kindergarten and first grades, participated in physical education classes. All students had at least two library periods a week and most students had more. Because of the small class sizes, each child learned at his own pace and in his own good time. This was not always true during the nine months of regular school, where students still seemed to have the regular pressures and frustrations of school. All students in the summer program, other than kindergarten students, were achieving one to three years below expected level of achievement.

Four 16 mm films were shown during the summer school period. These were all film "greats", and were of educational value to students. Tom Sawyer and Gulliver's Travels were two of these films. These helped create a relaxing atmosphere plus stimulated desire to read these and other interesting books. New arithmetic workbooks and new filmstrips were used. It is felt that these were of great benefit, especially to middle and upper elementary level students.

NAME OF SYSTEM: Pickens County PROJECT NUMBER: 112-112-R69-1

NAME OF PROJECT: Kindergarten, Nutrition, English-Reading and Teacher Aides

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $54,287

NUMBER OF PARTICIPATING CHILDREN: 340

SUMMARY SUBMITTED BY: B. Paul Eubanks, Director of Title I

TITLE I PERSONNEL: TEACHERS: 4 OTHER PROFESSIONAL:

AIDES: 15 OTHER NON-PROFESSIONAL: 3

ACTIVITIES: Kindergarten
Nutrition
English-Reading
Teacher Aides
Testing

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Educational improvement projects covered five areas in Pickens County. There were fifty-six preschoolers involved. Kindergarten, SRA, reading, English-reading and free lunches for one-hundred school children were furnished. There were fifteen teacher aides working in kindergarten, elementary and high school. County-wide California achievement testing materials and machine grading gave a good comparison of previous tests given. The director coordinated and worked with teachers so that they could make the best possible use of visual aids and resource materials. Scores on California Achievement Test, compared with previous tests given, provided results for comparisons so that remedial programs could be set up. This helped in giving a pupil a more realistic reading level. Things accomplished in kindergarten were as follows: helping the child's emotional and social development by encouraging self-confidence, self-expression, self discipline and curosity; helping the pupils achieve wider and more varied experiences to broaden their horizons, increase their ease of conversation and improve their understanding of the world in which they live; improve the ability to think, reason and speak clearly help the child want to learn; increase the child's ability to get along with others; offer a chance for the child to meet and see teachers, policemen, health and welfare officers, all figures of authority, in situations which brought respect and not fear.

NAME OF SYSTEM: Pickens County **PROJECT NUMBER:** 112-112-S69-2

NAME OF PROJECT: Summer School - Pickens High

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $11,693

NUMBER OF PARTICIPATING CHILDREN: 200

SUMMARY SUBMITTED BY: B. Paul Eubanks, Title I Director

TITLE I PERSONNEL: **TEACHERS:** 7 **OTHER PROFESSIONAL:**

AIDES: 2 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES: English-Speech
Mathematics
Social Science

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The summer program employed a principal, secretary and six certified teachers in the fields of English, mathematics, language arts, social studies and other skilled subjects. Equipment used included audio-visual filmstrips and overhead projectors. The teachers gave more remedial work and more individual instructions with smaller classes. Work books, program instruction and other related equipment and materials were used in the above fields.

Small classes gave time for more individual instruction, especially for the underprivileged pupil and slow learner.

The summer school was taught at Pickens High School. Regular desks and chairs were used and Title I equipment and Title III overhead projectors were used as well as audio-visual equipment, filmstrips, science laboratory equipment, an aquarium with fish, snails, plants and other accessories.

There will be four regular buses to transport 200 school children to and from school. They will use regular school buses. The buses will pick up pupils that enter school. This is a contracted service.

NAME OF SYSTEM: Pike County **PROJECT NUMBER:** 114-114-R69-1

NAME OF PROJECT: Kindergarten and Enrichment of Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $170,955

NUMBER OF PARTICIPATING CHILDREN: 1,500

SUMMARY SUBMITTED BY: Harold Daniel, Superintendent

TITLE I PERSONNEL:	**TEACHERS:**	17	**OTHER PROFESSIONAL:**	2
	AIDES:	13	**OTHER NON-PROFESSIONAL:**	24

ACTIVITIES:
English-Reading
Natural Science
Kindergarten

SUPPORTIVE SERVICES:
Clothing
Food
Psychological
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Six kindergarten teachers and one kindergarten aide carried out the kindergarten program. Many of the children came from economically and educationally deprived homes, so this early introduction to education was of great value. No equipment was purchased during the year, but ample supplies were provided to each teacher.

A remedial reading program was carried out on both the elementary and secondary levels with nine teachers working in this field. Test reports show that this program was of substantial benefit to the children participating. The teachers felt that the aides were an essential part of this program.

The natural science program was conducted on the secondary level with two Title I teachers participating. It was evident that the natural science program greatly enriched the science curriculum.

NAME OF SYSTEM: Pike County **PROJECT NUMBER:** 114-114-S69-2

NAME OF PROJECT: Summer School-Remedial and Enrichment

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $36,824

NUMBER OF PARTICIPATING CHILDREN: 367

SUMMARY SUBMITTED BY: Harold T. Daniel, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 14 **OTHER PROFESSIONAL:** 3

AIDES: 13 **OTHER NON-PROFESSIONAL:** 15

ACTIVITIES:
English-Reading
Mathematics
Physical Education
Social Science
Natural Science

SUPPORTIVE SERVICES:
Food
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

More than ever before Pike County School System needed a remedial program of summer school activities. For the last 29 days of the school term a general boycott existed at Pike County Consolidated School which was total and at East Pike Elementary which was about one-half supported.

The summer program placed emphasis on reading and math in the elementary school, but did not deprive the teacher of giving help to children in other areas where it was found advisable. In the high school area primary emphasis was on English, math, social science and natural science (biology and general science). The program also made use of a physical education teacher who worked on both the elementary and high school level. The school maintained a full librarian. A nutritious lunch was served for 25 cents and transportation without cost was provided. The regular material and equipment utilized by Pike County High School and Pike County Elementary School was used and additional instructional materials were ordered. This enabled the Negro children who participated to make up time lost during the boycott. It also benefited white pupils in making up courses which were failed and remedying certain deficiencies.

NAME OF SYSTEM: Polk County **PROJECT NUMBER:** 115-115-R69-1

NAME OF PROJECT: Continuing Development of Basic Skills for Polk School District

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $125,000

NUMBER OF PARTICIPATING CHILDREN: 2274

SUMMARY SUBMITTED BY: Buford C. Arnold, Director of Title I

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:**

AIDES: 50 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
English-Reading
Mathematics
Physical Education
Natural Science
Social Science

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The project focused on the educationally deprived in all grades. A reading consultant was employed to develop a continuous Reading Progress Program, consisting of a preventive approach for 1-3 grades, a corrective approach for 4-6 grades and a remedial approach for 4-8 grades. Seventeen para-professional personnel were utilized in the reading program and thirty-three aides were used in physical education and tutorial services for all grades. A total of 1225 children participated in the reading program.

The second part of the program involved the purchase of supplementary materials to enrich the program. No equipment was purchased in either aspect of the program.

The third aspect of the program was the employment of six teachers to provide tutorial services for 83 institutionalized children.

Methods of instructions for the program consisted of: individualized remediation, small group tutorial, and large group instruction.

The impact on educationally deprived children can be described in the following manner:

(1) The withdrawn classroom child responded in the remedial reading program for the first time.
(2) Improvements were made in developing a self-concept of achievement and recognition of the individual.
(3) The corrective reading provided individual oral experiences on communication level.
(4) Expansion of the communication gap.
(5) Overall enrichment by meeting individual needs of the educationally deprived.
(6) The tutorial program for institutionalized children proved to be most helpful in assisting children to improve self-concepts.

NAME OF SYSTEM: Polk County **PROJECT NUMBER:** 115-115-S69-1

NAME OF PROJECT: Elementary Enrichment and Remediation in Certain Subject Areas for Secondary Education

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $141,127

NUMBER OF PARTICIPATING CHILDREN: 1,137

SUMMARY SUBMITTED BY: Buford C. Arnold, Coordinator of Federal Programs

TITLE I PERSONNEL: **TEACHERS:** 79 **OTHER PROFESSIONAL:** 14

AIDES: 30 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
Mathematics
Art
Natural Science
Physical Education/Recreation
Business Education
Music
Social Studies
Industrial Art
Reading/English

SUPPORTIVE SERVICES:
Food
Transportation
Library
Guidance

NARRATIVE DESCRIPTION OF PROJECT:

The summer program for the Polk School District had two regiments: remedial reading in the elementary school and remediation in certain subject areas for high school.

All professional staff members were certified teachers and para-professionals. They attended a three day in-service program with emphasis on teaching the disadvantaged child.

General supplies were purchased such as: reading materials recommended by the Polk School District reading consultant, art supplies, janitorial supplies and general office supplies. No equipment was purchased.

The methods of instructions used included the non-graded approach of organization in the elementary program. Therefore, small groups existed and individualized instruction was carried out. The high school program used team teaching, small groups and individualized instructions.

Additional supportive services were provided. These were: food-refreshments for elementary children, transportation for students who complied with State regular transportational regulations and library and guidance services.

Parental involvement was conducted by having an art and music festival and inviting parents in the elementary schools.

NAME OF SYSTEM: Pulaski County **PROJECT NUMBER:** Local - 116-116-S69-1

NAME OF PROJECT: Summer School

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $62,558

NUMBER OF PARTICIPATING CHILDREN: 326

SUMMARY SUBMITTED BY: Troy E. Hill, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 14 **OTHER PROFESSIONAL:** 5

AIDES: 13 **OTHER NON-PROFESSIONAL:** 17

ACTIVITIES:
Reading
Mathematics
Physical Education/Recreation

SUPPORTIVE SERVICES:
Attendance
Clothing
Food
Guidance and Counseling
Health-Dental
Health-Medical
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This was a general type summer project designed to increase the competencies of 326 educationally deprived children in the academic areas of reading, math, and physical education, using 14 classroom teachers whose time was divided equally in the three areas mentioned. The project was administered by a full-time director and clerk using the supportive services of one librarian, thirteen aides, one counselor, one instructional supervisor, one attendance officer, nine bus drivers, three janitors and four lunchroom workers.

The equipment, supplies and materials used were general in nature and of a type ordinarily used in the average Georgia school.

There was no special method of instruction, however, the low per pupil ratio enabled the teacher to give more individual attention to each child, thereby increasing his proficiency in reading, math and physical education so that he can keep up during the regular school year with others who are not educationally deprived.

NAME OF SYSTEM: Putnam County PROJECT NUMBER: 117-117-R69-1

NAME OF PROJECT: Achievement and Health Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $79,951

NUMBER OF PARTICIPATING CHILDREN: 359

SUMMARY SUBMITTED BY: Van R. Layson, Coordinator Title I

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL: 1

AIDES: 0 OTHER NON-PROFESSIONAL: 6

ACTIVITIES:
Business Education
English-Reading
Mathematics
Physical Education-Recreation

SUPPORTIVE SERVICES:
Food
Health-Dental
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

The activities funded under this project provided for a reduction of class size in the primary grades and for the employment of a reading specialist for the attendance-area school. Physical education was also provided in grades seven and eight.

The supportive services provided dental clinics which provided treatment for all first through sixth grade students who have the need for this kind of service. A food service was provided for all first-grade students and a medical clinic for the hard of hearing and those with vision defects.

Materials and supplies for these activities consisted of textbooks, workbooks, manuals, duplicating paper, writing materials, and physical education supplies. Equipment purchased consisted of typewriters, projection screens, a copy machine, and listening station apparatus for the reading specialist.

The project provided for construction or improvement of physical education grounds.

The impact of this project on the educationally deprived lay principally in a reduction in class size in which the participants could receive greater individual instruction. The business education provided the opportunity for employment and gave the skills necessary for this employment. The physical education activity provided competitive intramural sports which would not have been possible without Title I funds. The supportive services provided treatment where normally the participant would not have had it and provided all first graders with at least one balanced meal per day.

NAME OF SYSTEM: Putnam County **PROJECT NUMBER:** 117-117-S69-2

NAME OF PROJECT: Summer School Activities

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $35,445

NUMBER OF PARTICIPATING CHILDREN: 153

SUMMARY SUBMITTED BY: Van R. Layson, Coordinator, Title I

TITLE I PERSONNEL:	**TEACHERS:**	17	**OTHER PROFESSIONAL:**	2
	AIDES:	11	**OTHER NON-PROFESSIONAL:**	15

ACTIVITIES:	English-Reading English-Other Language Arts Mathematics Physical Education/Recreation Natural Science Kindergarten	**SUPPORTIVE SERVICES:**	Food Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to provide remedial educational experiences for participants enrolled in grades one through nine and for kindergarten experiences for students who were not enrolled. Funded activities provided for remedial instruction, small class size, a preschool readiness project and directed activities in physical education for all the participants in this project. This project also provided field experiences for one group of participants. These extended field trips were taken to provide common experiences to those enrolled in the natural science activity. Supportive services provided the means of transportation and a noon meal for the participants in the various project activities.

Materials and supplies for the instructional activities consisted of textbooks, workbooks, manuals, records, models, films, filmstrips, transparencies, pre-taped language arts materials and physical education supplies. Equipment used consisted of projectors, projection screens, tape recorders, record players and easels.

The impact of this project on the educationally deprived was that of providing educational experiences in small groups. Further, the concentration of effort in remedial areas should better prepare the participants for readiness in the academic instructional areas. The field experiences should provide the participants and faculty with a better understanding of the natural sciences. The food service provided balanced meals which the participants would not have had. The general concern of the LEA and its action in improve the educational achievement of the attendance area is likely to have the greatest impact.

NAME OF SYSTEM: Rabun County PROJECT NUMBER: 119-119-R69-1

NAME OF PROJECT: Improvement of Instructional Program in Rabun County Schools

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $73,482

NUMBER OF PARTICIPATING CHILDREN: 540

SUMMARY SUBMITTED BY: Raymond Smith, Superintendent

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL:

AIDES: 10 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
- Business Education
- English-Reading
- Music
- Physical Education

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Improving instructions for educationally deprived children was regarded as an important responsibility of school personnel. The program was planned to run concurrently with previous Title I activities. Storage equipment for use in filing and shelving instructional materials and library books was purchased. Projectors, tape recorders, audio visual materials, tapes, etc. were also bought. The use of reading labs, headphones and tapes were found to be effective in reaching the disadvantaged student.

Students have shown an interest in reading, have gained in social contact, verbal and non-verbal skills and show improvement in comprehension. A music instruction program helped increase both vocabulary development and comprehension as well as providing enrichment experiences. Record players and trombones were purchased which gave students an opportunity to participate when otherwise they would be unable to do so.

Physical education and recreation improved attitudes, character traits and behavioral patterns. Through the use of Miracle Jr. Obstacle Course, mats and climbing ropes, experiences for growth in physical and mental health as well as experiences for worthy use of leisure time were provided.

It is felt the Business Education activity will greatly benefit economically deprived students to better prepare themselves for a vocation in office, clerical and the general business field. A mimeograph machine and calculator were purchased. This gave students more knowledge of operating machines to prepare for jobs. This gave educationally deprived students more interest in staying in school and preparing for a job, who otherwise might become dropouts.

NAME OF SYSTEM: Rabun County **PROJECT NUMBER:** 119-119-S69-2

NAME OF PROJECT: Concentrated Language Development and Speech Correction Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $17,014

NUMBER OF PARTICIPATING CHILDREN: 102

SUMMARY SUBMITTED BY: Raymond Smith, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 3 **OTHER PROFESSIONAL:**

AIDES: **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES: English-Speech **SUPPORTIVE SERVICES:** Transportation

NARRATIVE DESCRIPTION OF PROJECT:

A concentrated language development and speech correction program was chosen for Rabun County 1969 summer program.

The services of three certified speech correctionests were procured to work with approximately 100 students needing speech correction. A few of these students required therapy. Individualized instructions and group instructions were stressed through the use of tape recorders, audiometers, listening centers, Titan Speech Mirrors, Tok Back Voice Reflectors and Language Masters. These methods of instructions helped modify student's environmental speech problems and other speech difficulties.

Rabun County, a rural mountain county, has many educationally deprived children. Students have the opportunity of working with teachers and hearing the correct usuage and pronunciation.

Transportation was furnished for students in this program.

NAME OF SYSTEM: Richmond County PROJECT NUMBER: 121-121-R69-1

NAME OF PROJECT: Handicapped Children - Remedial Reading

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $470,410

NUMBER OF PARTICIPATING CHILDREN: 4,095

SUMMARY SUBMITTED BY: Roy E. Williams, Title I Coordinator

TITLE I PERSONNEL:	TEACHERS:	16	OTHER PROFESSIONAL:	7
	AIDES:	40	OTHER NON-PROFESSIONAL:	26

ACTIVITIES:
- English-Reading
- Special Activities for Handicapped

SUPPORTIVE SERVICES:
- Attendance
- Food
- Psychological
- Speech Therapy
- Transportation
- Special Service for Handicapped

NARRATIVE DESCRIPTION OF PROJECT:

Seven reading teachers worked on itinerant basis in schools with severely handicapped readers, using Craig readers, overhead projectors, tape recorders and the latest and best instructional material available. Handicapped readers were taken from regular classes, given individualized instruction and in most cases returned to their regular classes after instruction better able to perform with their peers.

Fifty classes are conducted covering all levels of handicaps. Walk-away units were used with deaf children, braille equipment with sight problems, kilns with mentally retarded. Instructional materials prepared especially for this type child were used. Special busses transported many of these children to school and physical therapy was given them at the local Y. W. C. A. Psychological services were provided. Six speech therapists were available for children with speech problems. A full time attendance person worked in project schools in an effort to keep the educationally deprived child in school. This resulted in a lower dropout rate. Free lunches were supplied to the most needy children. The results of these efforts were that more children came to school with the attitude that they would receive the help they needed, because of available trained teachers, stimulating learning tools and innovative methods of learning experiences.

NAME OF SYSTEM: Richmond County **PROJECT NUMBER:** 121-121-S69-2

NAME OF PROJECT: Physical Education, Recreation, Music, Pre-School Readiness, Handicapped Children, Remedial Reading, Math, Driver Education

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $579,696

NUMBER OF PARTICIPATING CHILDREN: 4,149

SUMMARY SUBMITTED BY: Roy Williams, Director Federal Program

TITLE I PERSONNEL: **TEACHERS:** 219 **OTHER PROFESSIONAL:** 14

AIDES: 165 **OTHER NON-PROFESSIONAL:** 49

ACTIVITIES:
Mathematics
Handicaps
Physical Education
Driver Education
Music
Reading
Kindergarten

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The staff chosen for directing the project activities were well qualified. Teachers with a minimum of three years teaching experience directed the various activities. Teacher aids, with preference given to education majors in college, were employed to free teachers from all non-teaching duties. The supportive service staffs were qualified in their respective areas. The food service personnel provided breakfast for all preschool participants. Specially equipped buses provided transportation for all handicapped participants.

The equipment used in the various activities included Carousel projectors, duplicators, transparency makers, filmstrip projectors, overhead projectors, 16mm projectors, auditory walk-away units, braille typewriters, brailers, kilns, record players, tape recorders, cameras, television monitors, special built buses, exer-genies, harness for exercising, stimulators, edex respondees, controlled readers, t-matics, preschool furniture and musical instruments.

Supplies and materials used to complement the equipment included number games, counting frames, math relationship cards, cuisenaire rods, math symbols, textbooks, workbooks, language masters, films, tempera paint, brushes, ceramic materials, manipulative toys and games, puzzles, stanchions, sheet music and music books.

The primary objective of the project was to provide an atmosphere where participants could learn with enjoyment and confidence. To achieve this objective, teaching methods were student centered. Participants were encouraged to think and express themselves and to learn through discovery.

The impact of this project on educationally deprived children through the development of mental, physical and academic skills, social contact experiences, and improved behavioral patterns helped to solve racial, social and linguistic problems.

NAME OF SYSTEM: Rockdale County PROJECT NUMBER: 122-122-R69-1

NAME OF PROJECT: Curriculum Enrichment and Remediation

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $66,707

NUMBER OF PARTICIPATING CHILDREN: 704

SUMMARY SUBMITTED BY: Russell Turpin, Curriculum Director

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL: 3

AIDES: 0 OTHER NON-PROFESSIONAL: 1

ACTIVITIES:
English-Reading
Mathematics
Music
Tutorial

SUPPORTIVE SERVICES:
Food Service
Health-Dental
Speech Therapy

NARRATIVE DESCRIPTION OF PROJECT:

The program in Rockdale County was developed to make curriculum enrichment and remediation possible for children with deprived backgrounds and to provide comprehensive supportive services for thirty-two children living at the Plantation Manor Children's Home, an institution for neglected children.

The specific objectives of the project were as follows:
To offer remedial help to eligible children in reading and arithmetic.
To offer speech therapy services to eligible students.
To offer music enrichment experiences to eligible students.
To provide comprehensive supportive services for the thirty-two neglected children living at Plantation Manor Home, Inc.

The major equipment purchased for use in this project included a tape recorder for use by the speech therapist, a controlled reading machine and a ten position listening station for use by remedial reading teachers.

A variety of instruction materials were used in the area of reading, music and speech therapy. Efforts were made to provide materials that helped children alleviate specific learning problems. This was necessary to provide meaningful individual instruction.

The major impact of the project's efforts on educationally deprived children has been in the areas of improvement in attitudes toward school work and improvement in basic education skills - reading and arithmetic. Attitude improvements resulted because the individualized nature of instruction allowed the children to prove to themselves that they could handle academic tasks. The music phase of the program provided enrichment experiences.

NAME OF SYSTEM: Rockdale County **PROJECT NUMBER:** 122-122-S69-2

NAME OF PROJECT: Remedial Reading and Enrichment Activities

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $14,369

NUMBER OF PARTICIPATING CHILDREN: 80

SUMMARY SUBMITTED BY: Russell Turpin, Curriculum Director

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 1

AIDES: **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
Art
English-Reading
Music
Physical Education

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer program in Rockdale County was developed to provide remedial reading instruction and cultural enrichment activities for 80 culturally and educationally deprived children.

The specific objectives of the project were as follows: to offer remedial help on an individual basis in the area of reading skills development; to offer experiences in music, art, and physical education for each participant in the summer program; to provide transportation and food services for each participant.

Six teachers (three reading, one music, one art, and one physical education) worked under the direction of a full-time director to accomplish the academic objectives. One part-time secretary, three food service workers and three bus drivers worked to support the academic and cultural enrichment phases of the program.

Various types of equipment and materials were used in the program. (Example of equipment: tape recorders, record players, filmstrip viewers, language masters, etc. Example of materials: multi-level instructional materials in reading, records, filmstrips, tape recordings, art supplies, etc.)

Efforts were made to provide individualized instruction for each participant in the area of reading. Group instruction was provided in art, music and physical education.

The major impacts of the project's efforts on educationally deprived children were in the areas of attitude improvement and reading skills improvement. Attitude improvements resulted because the individualized nature of the instruction allowed children to prove to themselves that they could handle academic tasks. The art, music and physical education phases of the program also provided pleasant school experiences for the participants.

NAME OF SYSTEM: Rome City **PROJECT NUMBER:** 057-232-R69-1

NAME OF PROJECT: Remedial and Compensatory Education

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $186,317

NUMBER OF PARTICIPATING CHILDREN: 3109

SUMMARY SUBMITTED BY: Eleanor Monroe, Director of Federal Programs

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 9

AIDES: 17 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES: Reading
Music

SUPPORTIVE SERVICES: Library

NARRATIVE DESCRIPTION OF PROJECT:

Having recognized that a major need of disadvantaged children is continued help in reading instruction, the Rome City System concentrated its program in the area of expanded reading instruction. A reading coordinator, two reading specialists and seven elementary librarians made it possible to give greater service to children in need of additional instructional help. Seventeen reading assistants worked with children individually and in small groups, providing not only needed drill but, probably even more important to the disadvantaged child, individual attention. A reading clinic was set up to work with children needing remedial help which cannot be provided in the regular classroom. An expanded music program provided cultural advantages for the disadvantaged child, and enabled him to see a need for reading in an area of enjoyment.

The only special equipment purchased this year was listening stations. Emphasis was placed upon providing services to children, rather than on materials and equipment.

NAME OF SYSTEM: Rome City **PROJECT NUMBER:** 057-232-S69-2

NAME OF PROJECT: Remedial and Compensatory Reading Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS **APPROVED FOR THIS PROJECT:** $104,968

NUMBER OF **PARTICIPATING CHILDREN:** 705

SUMMARY **SUBMITTED BY:** Eleanor Monroe, Director of Federal Programs

TITLE **I PERSONNEL:** **TEACHERS:** 35 **OTHER PROFESSIONAL:** 8

AIDES: 34 **OTHER NON-PROFESSIONAL:** 16

ACTIVITIES: English-Reading **SUPPORTIVE SERVICES:** Food
Guidance-Counseling
Social Work
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

For the fourth summer the Rome City School System conducted a reading program financed by Title I funds. The program included readiness experiences for 150 students entering first grade and remedial reading instruction for 350 students in grades one through three; a program for 75 EMR students; an enrichment program for 80 gifted fourth, fifth and sixth grade students; and a high school program for 50 students needing additional reading help. The Scott, Foresman Open Highways series was used with all primary grades. The enriched program was planned by the students under teacher supervision, and materials were determined at that time. Lunch was served to all children.

All teachers had access to language masters, listening stations, record players, tape recorders, overhead projectors, filmstrip projectors and movie projectors, and were able to use any of the materials in the Media Center.

The reading consultant of the Rome City Schools, a specialist in early childhood education, and a visiting teacher worked with teachers to plan in-service sessions and parent activities.

A counselor was assigned to the high school program to work with the students with special problems.

Previous summer programs indicated that the informal and relaxed atmosphere did much to relieve the academic pressures upon educationally disadvantaged students and to enable them to develop a more integrated self-concept. These results were again apparent with this summer program.

NAME OF SYSTEM: Schley County PROJECT NUMBER: 123-123-R69-1

NAME OF PROJECT: Curriculum Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $74,383

NUMBER OF PARTICIPATING CHILDREN: 384

SUMMARY SUBMITTED BY: Arthur T. Miller, Superintendent

TITLE I PERSONNEL: TEACHERS: 4 OTHER PROFESSIONAL: 1

AIDES: 2 OTHER NON-PROFESSIONAL: 5

ACTIVITIES: Business Education
English-Reading
Home Economics
Mathematics
Other Vocational Education
Driver Education

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Electric calculators, electric adding machines and electric typing machines were purchased as well as vacuum cleaners in order that underpriviledged children might be instructed in the use of these pieces of equipment as they learned the skills taught in business education and homemaking courses. Equipment previously purchased was also used as educationally deprived children learned skills in activities by actually performing them.

Supplies and materials were purchased for use in teaching skills in sewing, washing and ironing clothes; selecting, planning, preparing and serving meals; child care; food preservation; grooming and other homemaking skills.

In business education courses students were taught business education skills to enable them to qualify or at least be better prepared for job opportunities or further education.

In English-reading consumable materials were purchased to provide individual student record books for use with SRA reading labs, televisions, film strips and machines, overhead projectors, and movie projectors. These provided a variety of approaches with different interests. Reading aides were used to work with individuals having special problems as well as with small groups.

Vocational shop skills in carpentry, electrical wiring, oxy-acetylene welding, arc welding and the use of power and hand tools were taught to deprived children. Driver education skills and the development of safe driver attitudes were taught in the driver education course.

NAME OF SYSTEM: Screven County PROJECT NUMBER: 124-124-S69-1

NAME OF PROJECT: Summer Improvement Program for Educationally Deprived Children

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $161,098

NUMBER OF PARTICIPATING CHILDREN: 762

SUMMARY SUBMITTED BY: David Buie, Coordinator of Federal Programs

TITLE I PERSONNEL: TEACHERS: 47 OTHER PROFESSIONAL: 5

AIDES: 22 OTHER NON-PROFESSIONAL: 37

ACTIVITIES:
Art
English-Reading
Mathematics
Music
Kindergarten

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Screven County's summer improvement program for educationally deprived children operated basically in three areas: (1) A six weeks instructional program based on a small teacher-pupil ratio to enhance each child's individual improvement in math and reading. Using new and practical approaches with new and practical materials, children who have seldom been challenged to learn previously were motivated toward the goals of self-improvement and self-development. An example of this would be the group reading station. A group of eight children, under the instruction of the teacher, listened through ear phones to a story being read as they also followed in individual books. A discussion was held afterwards.

In the area of mathematics, after testing, which helped to indicate each child's own achievement level with best chance of success, each child was given aid and guidance at working on his particular level. Personal help and guidance greatly motivated each participant.

(2) The instructional program also included art and music appreciation and technique development courses. These courses aided these particular children toward developing social and educable characteristics desirable in the society.

(3) Food Services provided a well balanced meal to each participant. Many of these children would not have received such a nutrious meal if this were not available during school.

The teacher-aide program and kindergarten lent much to the total summer program. The most important accomplishment was that the educationally deprived child was challenged to move forward toward greater total development as a person.

NAME OF SYSTEM: Social Circle City **PROJECT NUMBER:** 147-245-R69-1

NAME OF PROJECT: Improved and Enriched Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $18,830

NUMBER OF PARTICIPATING CHILDREN: 80

SUMMARY SUBMITTED BY: S. W. Causey, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 2 **OTHER PROFESSIONAL:**

AIDES: 2 **OTHER NON-PROFESSIONAL:**

ACTIVITIES: Kindergarten **SUPPORTIVE SERVICES:**

NARRATIVE DESCRIPTION OF PROJECT:

It was felt that only one project could be successfully carried out and the greatest need seemed to be to prepare and train five and six year old children in a kindergarten program so that they would be prepared to enter school in the first grade. The study program was specifically designed to meet the needs of the socially deprived children, regardless of race. There were two kindergarten teachers and the kindergarten children were divided into four small groups. There were morning and afternoon sessions.

It would be difficult to measure or determine the results. The teacher appraisal was important. The teachers said that much individual attention was required and it was gratifying to see the progress the students made, particularly the ones who come from the most deprived homes.

Some materials used by teachers included: records, tapes, music and art supplies, flash cards for numbers and letters, opposite concept cards, rhyming concepts, cards to teach numbers, sets, union of sets, separation of sets and ordinal numbers. Flannel boards were used daily.

NAME OF SYSTEM: Social Circle **PROJECT NUMBER:** 245-147-S69-2

NAME OF PROJECT: Improved Curriculum

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $21,250

NUMBER OF PARTICIPATING CHILDREN: 200

SUMMARY SUBMITTED BY: S. W. Causey, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 12 **OTHER PROFESSIONAL:** 1

AIDES: 7 **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
Reading
Mathematics
Physical Education/Recreation

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to help educationally deprived children more nearly achieve at the normal grade level. The reading program was coordinated by two reading specialists.

Equipment used included overhead projectors, slide and movie projectors, a copying machine, Flash-o-Math and record players. Visual aids such as flash cards, transparencies and SRA reading labs were also used.

Small group instruction, with teacher aides used to give individual assistance, was the heart of the instructional program.

All children participated in a physical education recreation program directed by a physical education teacher and one aide.

Snacks were served to all children at no cost.

NAME OF SYSTEM: Spalding County PROJECT NUMBER: 126-126-R69-1

NAME OF PROJECT: Remedial Instruction and Curricula Enrichment

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $206,696

NUMBER OF PARTICIPATING CHILDREN: 1,386

SUMMARY SUBMITTED BY: Joe S. Akin, Title I Director

TITLE I PERSONNEL: TEACHERS: 11 OTHER PROFESSIONAL: 18

AIDES: 15 OTHER NON-PROFESSIONAL: 1

SUPPORTIVE SERVICES: Curriculum Materials Center

ACTIVITIES:
Art
English-Reading
Foreign Language
Music
Physical Education
Social Science
Special Education for Handicapped
Remedial Instruction
Driver Education

NARRATIVE DESCRIPTION OF PROJECT:

The activities listed above, provided our system with the most comprehensive program that has been offered to disadvantaged children. As one looks at the number of objectives, it appears that a "shotgun" approach is being undertaken and that in-depth impact would be jeopardized. However, these activities were a result of considerable study of the existing needs of disadvantaged children.

Due to the reduction in Title I allotment, all of the materials and equipment that would have been desirable were not purchased, but the program proved worthwhile. Of all the activities listed, the "Special Education for the Handicapped" activity was most unique. This activity was designed to remedy perception problems and utilized the Dolmen-Delcato theory. The theory has never been endorsed by the medical profession but obtained results. The theory is based upon the assumption that every normal child passes through a normal sequence of activities during childhood, and that if any phases are skipped they must be developed to properly promote correct perception. Thus various patterning activities such as crawling, creeping, etc. are carried out to compensate for undeveloped skills.

NAME OF SYSTEM: Spalding County **PROJECT NUMBER:** 126-126-S69-2

NAME OF PROJECT: Summer Readiness and Counseling Activities

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $69,332

NUMBER OF PARTICIPATING CHILDREN: 451

SUMMARY SUBMITTED BY: Joe S. Akin, Title I Director

TITLE I PERSONNEL:	**TEACHERS:**	25	**OTHER PROFESSIONAL:**	7
	AIDES:	20	**OTHER NON-PROFESSIONAL:**	7

ACTIVITIES:	English-Reading Kindergarten	**SUPPORTIVE SERVICES:**	Materials Center Transportation Food Service Counseling

NARRATIVE DESCRIPTION OF PROJECT:

The major emphasis was on kindergarten activities. The approach to curriculum was the unified concept in which all aspects of the curriculum were taught as one unit. Teachers were provided with an array of materials (art, reading, puzzles, games, etc.) that enabled them to provide each child with an enriched learning and developmental program. Class size was limited to 20 students per class with an aide and teacher staffing each room. Each teacher had a record player, art tables, easels, brushes, etc. to completely supply the children's needs. This program should help to compensate for the child's deprived background and allow him to begin regular school work on a more equal basis with other students.

NAME OF SYSTEM: Stephens County PROJECT NUMBER: 127-127-R69-1

NAME OF PROJECT: Reading

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $65,373

NUMBER OF PARTICIPATING CHILDREN: 610

SUMMARY SUBMITTED BY: William E. Patterson, Coordinator

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL: 1

AIDES: 11 OTHER NON-PROFESSIONAL:

ACTIVITIES: English-Reading SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

This reading program was designed to provide opportunities in reading beyond that provided by the usual curriculum of the school for 610 disadvantaged pupils. Individualized instruction combined with the use of programmed materials, reading labs, audiovisual aids and a variety of books provided the educationally deprived student with new opportunities and individual attention which he had lacked in his previous unsuccessful school experiences. Six teachers were employed to implement this program.

Teacher aides were provided to relieve teachers of non-teaching duties. Aides typed, duplicated materials, prepared visuals, used visual aids, maintained some records and did other tasks as requested by the teacher.

Educationally deprived students responded to the personalized instruction and learned to function adequately in a regular classroom situation.

NAME OF SYSTEM: Stephens County **PROJECT NUMBER:** 127-127-S69-2

NAME OF PROJECT: Enrichment and Remedial Studies

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $29,790

NUMBER OF PARTICIPATING CHILDREN: 280

SUMMARY SUBMITTED BY: W. E. Patterson, Federal Coordinator

TITLE I PERSONNEL: **TEACHERS:** 14 **OTHER PROFESSIONAL:** 2

AIDES: 14 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
- Art
- English-Reading
- English-Speech & Drama
- Music
- Kindergarten

SUPPORTIVE SERVICES: Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Stephens County developed a summer program to offer both enrichment and remedial activities for children who were from deprived backgrounds.

One art teacher, one music teacher, one speech and drama teacher, four reading teachers and seven teachers who were skilled in early childhood development for the kindergarten program were employed. Fourteen teacher aides worked with the teachers to provide the children with the greatest opportunity possible.

The classrooms used were fully equipped and supplemented with materials purchased especially for this program. The instructional program was designed to prescribe an individualized program for the child. Classes were broken into small groups and permitted to move as rapidly as possible. Many approaches to learning were used and children were encouraged to select materials that appealed to them. Teachers and aides were encouraged to try new approaches.

Prior experiences using this method proved that the kindergarten child in eight weeks could make substantial progress and that the reading student could make up to three grade levels in six weeks.

NAME OF SYSTEM: Stewart County **PROJECT NUMBER:** 128-128-R69-1

NAME OF PROJECT: Kindergarten, Reading and Enrichment

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $199,469

NUMBER OF PARTICIPATING CHILDREN: 885

SUMMARY SUBMITTED BY: A. B. Haney, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 14 **OTHER PROFESSIONAL:** 6

AIDES: 13 **OTHER NON-PROFESSIONAL:** 10

ACTIVITIES:
Art
Reading
Physical Education
Kindergarten

SUPPORTIVE SERVICES:
Food
Health-Dental
Health-Medical
Social Work
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Five kindergarten units in three schools, involving one hundred students, five teachers, and five assistant teachers was started under a Title I project. Equipment and materials were purchased to insure a first grade readiness program.

It is hoped that the deprived children in this program will have remedied deficiencies to the point that they can parallel the achievements of the more advantaged first grade students in their classes.

Reading laboratories and coordinated resource centers were installed in each of the three project schools. Students with reading deficiencies were removed from their classes to work in the laboratories approximately 30 minutes each day. The program was designed to improve reading skills to the point that these students could catch up with other members of their class. Reading equipment and materials were purchased to offer a full program in the skills of reading and to increase speed and comprehension in reading.

Health and dental services were provided for these students whose achievements were hampered by frequent absences due to these difficulties.

Two-hundred and fifty undernourished children were provided with a Type A lunch each day.

Teachers of art and physical education were employed in the project schools to enrich the curriculum.

NAME OF SYSTEM: Stewart County **PROJECT NUMBER:** 128-128-S69-2

NAME OF PROJECT: Kindergarten, Reading and Mathematics

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $43,420

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: A. B. Haney, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 13 **OTHER PROFESSIONAL:** 4

AIDES: 12 **OTHER NON-PROFESSIONAL:** 5

ACTIVITIES:
- Reading
- Mathematics
- Physical Education
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Health-Medical
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Five kindergarten classes in the summer school center at Lumpkin High were in operation for a period of eight weeks. There were 100 children, five teachers and five teachers' aides involved in the kindergarten.

Six reading teachers and five aides gave reading instruction to 200 children for three hours each during the 40 day summer school. Teachers used the reading laboratories and resource centers recently purchased under Title I ESEA. The program was designed to help students catch up to their grade levels in reading.

One math teacher and one teacher aide instructed 100 pupils in fundamental principles in which they lacked proficiency up to their grade levels.

One physical education teacher was employed to teach health and physical fitness to the 200 students.

The community service of buying glasses and the food services were offered to these deprived children in the summer program.

Title VI ESEA personnel in E.M.R. and speech correction worked with these children in cooperation with the program.

NAME OF SYSTEM: Talbot County **PROJECT NUMBER:** 130-130-R69-1

NAME OF PROJECT: General Enrichment and Remedial Education Program

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $160,907

NUMBER OF **PARTICIPATING CHILDREN:** 780

SUMMARY SUBMITTED BY: Wallace G. Page, Jr., Evaluator

TITLE I PERSONNEL: **TEACHERS:** 37 **OTHER PROFESSIONAL:** 5

AIDES: 15 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
Art
Business Education
English-Reading
Home Economics
Industrial Arts
Vocational Education
Mathematics
Natural Science
Social Science
Physical Education
Music

SUPPORTIVE SERVICES:
Food
Health-Dental
Health-Medical
Library

NARRATIVE DESCRIPTION OF PROJECT:

In this program, wide use was made of film-projectors, maps, record players, television sets and typewriters. The majority of students came from culturally and educationally deprived homes, making it necessary that all of this equipment be used. Enrichment materials such as library books and magazines were also used under the guidance and instruction of three full-time librarians. Emphasis was placed on such skills as reading, spelling, listening and oral communication.

A professional reading consultant was employed to give instructional guidance to teachers. Standardized tests were also given to interpret the reading and understanding abilities of each student.

One full-time dental hygienist was employed to clean and fluoride the student's teeth along with giving dental kits and instruction to each student.

An evaluator worked with the teachers and aides in determining the progress and effectiveness of the program.

With the help of regular textbooks and consumable supplies classroom performance was increased beyond the usual expectations. Average daily attendance increased while the dropout rate decreased. Health deficiencies showed remarkable improvements and emotional stability improved. The change of attitudes in a positive direction toward education and school was encouraging. The performances on standardized achievement tests were greatly improved as well as grade level skills.

NAME OF SYSTEM: Taliaferro County **PROJECT NUMBER:** 131-131-R69-1

NAME OF PROJECT: Improved Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $63,079

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: Lola H. Williams, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 4 **OTHER PROFESSIONAL:** 2

AIDES: 16 **OTHER NON-PROFESSIONAL:** 7

ACTIVITIES:	Business Education Reading Music Pre-kindergarten and Kindergarten	**SUPPORTIVE SERVICES:**	Clothing Food Health-Medical Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Reading was strongly emphasized with the use of a remedial reading program, using visual aides and teacher aides extensively.

An outside consultant for six all day workshops with teachers and aides was provided for the improvement of the teaching of reading. Improvement of basic teaching methods and techniques was the goal. Learning how to use film strip projectors, film preview, overhead projectors, flannel board, pace readers, movie projector, tapes, transparencies, language master, plus the use of good books and how to care for them was emphasized. These were supplemented by additional in-service programs, coordinated by an experienced reading teacher.

One of the most promising improvements, showing marked impact upon children entering the 1st grade, was the kindergarten activity. Playground equipment used for recreation and physical activities of kindergarten enhanced the program. Educational television, radio specials, play room and sleep rooms were provided, plus a hot lunch and a drink of milk. A doctor's examination determined special needs if there were any, and a follow up was made if necessary.

Music activity provided the opportunity for band participation with up-to-date instruments and uniforms.

Business education moves forward with more and better equipment such as manual and electric typewriters, calculators, and transcribing machines, now in daily use.

NAME OF SYSTEM: Telfair County PROJECT NUMBER: 134-134-R69-1

NAME OF PROJECT: Kindergarten, Special Education, English-Reading, Music

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $155,789

NUMBER OF PARTICIPATING CHILDREN: 1,878

SUMMARY SUBMITTED BY: Mrs. Faye H. Outlaw, Coordinator

TITLE I PERSONNEL: TEACHERS: 15 OTHER PROFESSIONAL: 3

AIDES: 8 OTHER NON-PROFESSIONAL: 2

ACTIVITIES:
- English-Reading
- Music
- Physical Education/Recreation
- Special Activities for Handicapped
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Guidance and Counseling
- Library
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

A kindergarten program to help overcome cultural deprivation was offered to five-year-olds in Telfair County. At four centers--Milan, McRae-Helena, Lumber City and Workmore--pre-school activities and experiences were offered to about 220 students who also enjoyed a nutritious breakfast each morning.

A program in English-Reading provided reading instruction on the students' test-determined levels to help them become successful readers.

This project supplemented the special education program and provided enrichment through voluntary activities in instrumental music.

Approximately 440 underprivileged students were provided hot lunches each day.

NAME OF SYSTEM: Telfair County PROJECT NUMBER: 134-134-S69-2

NAME OF PROJECT: Project Success

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $126,960

NUMBER OF PARTICIPATING CHILDREN: 760

SUMMARY SUBMITTED BY: Faye H. Outlaw, Coordinator

TITLE I PERSONNEL: TEACHERS: 54 OTHER PROFESSIONAL: 8

AIDES: 26 OTHER NON-PROFESSIONAL: 28

ACTIVITIES:
Art
English-Reading
English-other Language Arts
Music
Physical Education/Recreation

SUPPORTIVE SERVICES:
Attendance
Health-Dental
Library
Transportation
Food
Health-Medical
Social Work

NARRATIVE DESCRIPTION OF PROJECT:

Children in grades one through seven were involved in "Project Success" for six weeks during the summer in four centers in Telfair County. Successful experiences in the areas of art, English-reading, music, physical education, English-other language arts enhanced the self concept of students.

Looking at "What I am" and "What I can become", students worked in groups and independently in areas of interest. Study trips were taken to places of interest.

Supportive services in the areas of library, attendance, social work and transportation were offered. Children were given a breakfast snack each day and a nurse directed the medical and dental program for those children needing it. Medical and dental examinations and treatment were arranged and glasses purchased.

The low pupil-teacher ratio with the use of aides allowed much individualized work and all involved felt that with the successful experience each child had each day, the summer program was indeed, "Project Success."

NAME OF SYSTEM: Thomas County PROJECT NUMBER: 136-136-R69-1

NAME OF PROJECT: Health, Physical Education, Attendance and Improved Instruction

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $165,811

NUMBER OF PARTICIPATING CHILDREN: 895

SUMMARY SUBMITTED BY: E. R. Cone, Superintendent

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 4

AIDES: 13 OTHER NON-PROFESSIONAL: 7

ACTIVITIES: Music
Physical Education/Recreation

SUPPORTIVE SERVICES: Attendance
Food
Health-Medical
Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

Under Title I funding the Board of Education was able to furnish qualified personnel to work with eligible children and schools in the above areas. Band equipment and music books were purchased initially and two instructors worked in all eligible schools on a regular schedule. Disadvantaged children responded remarkably well to this program. It has helped to alleviate cultural and social differences. Attendance has risen from 75% to 95% in the formerly all-Negro schools since 1965 through efforts of the visiting teacher and an attendance officer employed by Title I. Attendance in formerly all-white centers has risen from approximately 94% to 97%.

Continuing records, case histories and home visits account for this rise, as well as food services, physical education activities conducted by trained personnel working in the schools on a regular schedule, and health services provided by two registered nurses working in eligible centers. More attractive materials for instruction, audio-visual machines, transparencies, etc., furnished to eligible schools through the materials center would also account for this holding power.

All activities were designed to dove-tail with each other for the overall benefit of the disadvantaged child. Needs of these children have not changed and this program has been continuous since Title I monies became available to Thomas County. The impact of these programs on educationally deprived children cannot be overemphasized. They have shown marked physical improvement and social adjustment, improved attitudes toward the whole educational system, and parental attitude changes are evident to anyone who is and has been connected with education in this county.

NAME OF SYSTEM: Thomas County **PROJECT NUMBER:** 136-136-S69-1

NAME OF PROJECT: Summer Reading and Enrichment Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $35,716

NUMBER OF PARTICIPATING CHILDREN: 120

SUMMARY SUBMITTED BY: Betty Williams, Title I Accountant

TITLE I **PERSONNEL:** **TEACHERS:** 8 **OTHER PROFESSIONAL:** 3

AIDES: 8 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES: English-Reading **SUPPORTIVE SERVICES:** Food
Health-Medical
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This was an eight-weeks reading and enrichment program employing one director, one secretary, eight teachers and eight teacher aides. A registered nurse was on duty part-time each day and a janitor and evaluator also worked part-time.

Children were selected on the basis of eligibility for Title I assistance, and those showing poor verbal and non-verbal functioning with very low scores on standardized reading tests were also selected for the program. Teachers were selected from highly qualified specialists in the area of reading. The program concentrated on providing individualized instruction for these children with learning difficulties.

Children were grouped into eight classes of 15 students each. Special remedial materials were furnished each teacher. Audiovisual equipment and a fine selection of materials were also supplied.

Art and music were included in the reading activity to bring enrichment experiences to these disadvantaged children.

The program took place at a new, air-conditioned school which is centrally located in the county. Children were transported from all points of the county by bus to the center. The fact that children were given help on an individual basis during this program is of major importance. While the method of instruction was little different than the regular term approach, the fact that a child got individual attention to his particular needs usually resulted in marked achievement and gave the child a feeling of success he might never have received in the regular classroom.

NAME OF SYSTEM: Thomaston City PROJECT NUMBER: 145-235-R69-1

NAME OF PROJECT: Curriculum Improvement and Supplemental Services

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $47,174

NUMBER OF PARTICIPATING CHILDREN: 290

SUMMARY SUBMITTED BY: G. R. Holstun, Superintendent

TITLE I PERSONNEL: TEACHERS: 2 OTHER PROFESSIONAL: 4

AIDES: 2 OTHER NON-PROFESSIONAL: 6

ACTIVITIES: Business Education
Music

SUPPORTIVE SERVICES: Library Services

NARRATIVE DESCRIPTION OF PROJECT:

A three-phase curriculum enrichment program for elementary and secondary students in Thomaston City Schools was developed under Title I. These funds enabled the school system to provide additional personnel, teaching supplies and equipment to give these students small group attention and provide positive situations in which they could compete and interact with fellow students in classes.

Enrichment was provided in one center through choral music. Tangible results of the program indicate these children are increasing in achievement and there has been a noticeable increase in parental interest and concern.

NAME OF SYSTEM: Thomaston City PROJECT NUMBER: 145-235-S69-2

NAME OF PROJECT: Summer Kindergarten, Reading, Guidance, Counseling Services

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $14,225

NUMBER OF PARTICIPATING CHILDREN: 190

SUMMARY SUBMITTED BY: G. R. Holstun, Superintendent

TITLE I PERSONNEL:	TEACHERS:	8	OTHER PROFESSIONAL:	3
	AIDES:	5	OTHER NON-PROFESSIONAL:	

ACTIVITIES:	English-Reading Kindergarten	SUPPORTIVE SERVICES:	Food Services Guidance Counseling

NARRATIVE DESCRIPTION OF PROJECT:

Thomaston City Kindergarten provided 60 children who would enter first grade in the fall of 1969 with experiences to get them ready for school. These children learned skills of communication and language while building creative thinking skills and attitudes basic to success in their educational experiences. Thirty children from the first through the third grades were given individual attention in the area of reading to raise the reading levels for these children in order that they could meet with success in the fall of 1969.

Counseling services were available to all children in the elementary summer program. Mid-morning snacks contributed to the children's success in school and their physical growth.

At the high school level services in connection with vocational choices for the following school year, ninety disadvantaged students received individual counseling. These services were designed to give the parents and students realistic insight into their chosen vocations and programs of study.

NAME OF SYSTEM: Thomasville City **PROJECT NUMBER:** 136-236-R69-1

NAME OF PROJECT: General Curriculum Improvement

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $175,043

NUMBER OF PARTICIPATING CHILDREN: 896

SUMMARY SUBMITTED BY: V. C. McGinty, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 7 **OTHER PROFESSIONAL:** 3

AIDES: 29 **OTHER NON-PROFESSIONAL:** 9

ACTIVITIES:		**SUPPORTIVE SERVICES:**	
	Art		Food
	English-Reading		Guidance-Counseling
	Industrial Arts		Health-Medical
	Music		Library
	Physical Education		

NARRATIVE DESCRIPTION OF PROJECT:

One additional art instructor was employed to provide individual and group art experiences. One instructor in voice and one in instruments, along with instructional materials, and five new instruments expanded the services offered in music.

A reading specialist was employed resulting in improved diagnosis of problems, adjustments in methods of instructions, and an English course of study. An Industrial Arts instructor's employment enabled the system to expand curriculum offering to blue print reading and drawing. Two supplementary personnel provided more individual attention and special preventive and remedial treatment in physical education.

In food services $540 was expended to provide free lunches to Title I children. Two supplementary counselors enabled extension of services to the 7th and 8th grade students. A full-time registered nurse provided more individual attention to health problems, body care, prevention of epidemic, and provided a resource person for treatment of physically handicapped. Aides to school librarians reduced the clerical work of librarians and provided them more time to plan and work with teachers and students.

The effects of this comprehensive program were quite evident in improved attendance, reduced malnutrition, improved general health, decreased dropout rate, improved test performances, increased cultural enrichment and students over-all attitude toward school.

NAME OF SYSTEM: Thomasville City **PROJECT NUMBER:** 136-236-S69-2

NAME OF PROJECT: Improving Instructions and Health Enrichment

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $56,120

NUMBER OF PARTICIPATING CHILDREN: 380

SUMMARY SUBMITTED BY: Mrs. Louise C. Ariail, Director Summer Program

TITLE I PERSONNEL: **TEACHERS:** 29 **OTHER PROFESSIONAL:** 2

AIDES: 6 **OTHER NON-PROFESSIONAL:** 11

ACTIVITIES:
Art
Cultural Enrichment
English-Reading
English-Speech
English-Other Language Arts

SUPPORTIVE SERVICES:
Mathematics
Music
Physical Education/ Recreation
Health-Medical
Special Services/ Handicapped

NARRATIVE DESCRIPTION OF PROJECT:

Art was taught by regular classroom teachers as an integral part of the instructions and enrichment experience. The impact was that it improved the cultural and racial status of the children.

The English-reading program employed twenty-four teachers and used filmstrips, listening centers, the Open Highway series, tape recorders and standardized tests. Special remedial classes were held for fourth, fifth and sixth grade children with an emphasis on comprehension, fluency and phonics. Improvement was shown in reading skills and test performance.

The English-speech program was correlated with language arts and reading. These programs emphasized writing, spelling, oral reading and correct grammar. Special classes were held using Robert's English. Tape recorders, records and games were used with the result that there was improvement in verbal and non-verbal function.

In mathematics, the twenty-four teachers involved used metropolitan tests, remedial books, an overhead prompter, film strips and flash cards. There was an improvement in math function and test performance.

In the music program, rhythm bands were formed and music books and the piano were used for singing.

In the Physical Education and recreation program soft balls, volley balls, basket balls, tennis balls and rackets were used. This program resulted in improved attendance, reduced disciplinary problems and improved awareness of worthy use of leisure time.

The health-medical program employed one part-time nurse. Classroom teachers emphasized health problems and body care. Special activities were planned by the physical education teachers for the handicapped children and sight-saving books, audiomets and braces were used with this group.

NAME OF SYSTEM: Tift County PROJECT NUMBER: 137-137-R69-1

NAME OF PROJECT: General Curriculum Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $319,364

NUMBER OF PARTICIPATING CHILDREN: 1,804

SUMMARY SUBMITTED BY: Eugenia Lott, Evaluator, Tift County Schools

TITLE I PERSONNEL: TEACHERS: 15 OTHER PROFESSIONAL: 3

AIDES: 18 OTHER NON-PROFESSIONAL: 9

ACTIVITIES:
English-Reading
Physical Education/Recreation
Natural Science

SUPPORTIVE SERVICES:
Clothing
Health-Dental
Health-Medical
Library
Curriculum Materials Center
Instructional Services Center
Food

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed for students in the seven Title I schools who had been identified by standardized test scores and teacher evaluations as being educationally deprived. These students had not been successful in the traditional curriculum. Modifications and plans were carried out for an "action" curriculum with emphasis on visual aids and manipulative devices. Programmed instructional materials, transparencies, filmstrips, records, models, physical education equipment and art media were widely used.

With some of the changes which were taking place it became imperative for teachers to spend more time with in-service in order to teach effectively.

If students were to be receptive to learning, physical well being was a must. Needs for dental care, medical care, clothing, and lunches were referred to the school nurse, who contacted parents and/or community agencies whenever necessary.

Principals and teachers reported that students seemed to have a more positive self concept as they (1) experienced success in the school setting; (2) had more appropriate and adequate clothing; (3) ate warm nourishing lunches; and (4) had more adequate dental and medical care.

Standardized tests were administered throughout this project. The results show that the students are now scoring significantly higher.

In the target schools, attendance increased approximately 3 percent over last school term.

NAME OF SYSTEM: Tift County **PROJECT NUMBER:** 137-137-S69-2

NAME OF PROJECT: General Curriculum Improvement

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $98,060

NUMBER OF PARTICIPATING CHILDREN: 1,000

SUMMARY SUBMITTED BY: Eugenia Lott, Evaluator

TITLE I PERSONNEL: **TEACHERS:** 50 **OTHER PROFESSIONAL:** 14

AIDES: 25 **OTHER NON-PROFESSIONAL:** 8

ACTIVITIES:
English-Reading
Natural Science
Social Science
Physical Education/Recreation
Mathematics
Music

SUPPORTIVE SERVICES:
Guidance Counseling
Transportation
Curriculum Materials Center
Instructional Services Center
Library
Food

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed especially for academically disadvantaged students. The elementary students were enrolled in enrichment and remedial programs to meet their specific needs. Successful completion of the program has not meant grade promotion but hopefully has prepared the student for a more productive term during the next school year. The secondary students were also enrolled in classes to meet their specific needs and earned a unit of credit upon successful completion.

The activities and supportive services were adequately staffed to provide for a low professional personnel-student ratio. By lowering this ratio, attention was given to students who have had a tendency to stay in the background.

After a careful study of many new instructional materials, the reading specialist and curriculum director selected materials which seemed to be most appropriate for the educationally deprived. Teachers were given assistance in the most effective use of the materials.

By using carefully selected materials and by working with students in small individualized groups, student improvement should be seen in basic skills, verbal functioning and freedom of expression.

NAME OF SYSTEM: Towns County **PROJECT NUMBER:** 139-139-R69-1

NAME OF PROJECT: Improvement and Enrichment of School Program

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $60,226

NUMBER OF PARTICIPATING CHILDREN: 406

SUMMARY SUBMITTED BY: James Moreland, Coordinator Title I

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 1

AIDES: 8 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
English-Reading
English Speech
Mathematics
Music
Vocational Education

SUPPORTIVE SERVICES: Social Work

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed to upgrade the educationally deprived student in areas where he was found to be weak. These areas included reading, mathematics, social adjustment, emotional adjustment, poor performance in the next higher grade and poor performance in other school activities.

Teachers and aides were employed. Equipment such as tape recorders, record players, filmstrip projectors, film projectors, and overhead projectors were provided, and supplies such as instructional books, films, filmstrips, records and other instructional materials were used to help these students.

Teachers spent a great deal of time with these students in the areas needed. There can be no doubt that this project has upgraded the children in that they have improved socially and emotionally and their achievement has increased.

NAME OF SYSTEM: Towns County PROJECT NUMBER: 139-139-S69-1

NAME OF PROJECT: Summer Activity

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $13,647

NUMBER OF PARTICIPATING CHILDREN: 220

SUMMARY SUBMITTED BY: Bill Kendall, Superintendent

TITLE I PERSONNEL: TEACHERS: 7 OTHER PROFESSIONAL: 1

AIDES: 7 OTHER NON-PROFESSIONAL:

ACTIVITIES:
- English-Reading
- English-Speech
- Music
- Physical Education/Recreation
- Social Science
- Kindergarten

SUPPORTIVE SERVICES:
- Food
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project was designed for the educationally deprived student. Teachers holding either a T-4 or T-5 certificate were employed; teacher aides were also employed. Equipment such as tape recorders, record players, filmstrip projectors, film projectors and overhead projectors were used and supplies such as instructional books, films, filmstrips, records, and other instructional materials were also used to help the student. Group instruction and individual instruction were provided, with the teacher spending a great deal of time with the student where help was needed. By providing these activities the program planners feel no doubt that the education and the total personality of the student was improved.

NAME OF SYSTEM: Treutlen County **PROJECT NUMBER:** 140-140-R69-1

NAME OF PROJECT: To Improve and Enrich Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $101,032

NUMBER OF PARTICIPATING CHILDREN: 725

SUMMARY SUBMITTED BY: Bobby Driggers, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 2

AIDES: 7 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
- Art
- Business Education
- English-Reading
- Music
- Physical Education
- Natural Science

SUPPORTIVE SERVICES:
- Food
- Health-Dental

NARRATIVE DESCRIPTION OF PROJECT:

The Project was designed to improve and enrich the curriculum of the schools that qualified, especially the elementary grades.

The core of the project consisted of remedial type work, expecially reading. In addition to the remedial reading, the project was designed to improve the achievement level in other academic areas.

The project, in addition to the academic approach, was also designed to improve the nutritional condition of educationally deprived children. This was done by making free and reduced lunches available to those students who qualified.

Sound projectors and overhead projectors were purchased and used along with the tapes and transparencies that were felt needed to accomplish the goals of the project.

Professional teachers and aides were employed to work with the boys and girls who qualified under the project to increase their achievement level. Special classes were set up for this purpose and it is felt that the program has been very successful.

NAME OF SYSTEM: Treutlen County PROJECT NUMBER: 140-140-569-2

NAME OF PROJECT: Pre-School: Remedial and Recreation

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $32,079

NUMBER OF PARTICIPATING CHILDREN: 341

SUMMARY SUBMITTED BY: Bobby Driggers, Superintendent

TITLE I PERSONNEL: TEACHERS: 14 OTHER PROFESSIONAL: 3

AIDES: 10 OTHER NON-PROFESSIONAL: 3

ACTIVITIES: English-Reading
Language Arts
Physical Education/Recreation

SUPPORTIVE SERVICES: Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This Title I project was designed to improve and enrich the curriculum of the schools that qualified, especially the elementary grades.

The core of the project consists of remedial work, especially reading. In addition to the remedial reading, the project was designed to improve the achievement level in other academic areas--language arts and physical education and recreation.

The Project, in addition to the academic approach, was also designed to improve the nutritional condition of the educationally deprived children. This was done by making free and reduced lunches available to those students who qualified.

There was no equipment bought for this Project.

Professional teachers and aides were employed to work with the boys and girls who qualified under the project to increase their achievement level.

Special classes were set up for this purpose, and the program was very successful. However, all of the goals and objectives have not been reached.

Students in the project made tremendous gains which hopefully will continue.

NAME OF SYSTEM: Troup County PROJECT NUMBER: 141-141-R69-1

NAME OF PROJECT: Remedial and Enrichment Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $141,485

NUMBER OF PARTICIPATING CHILDREN: 1,540

SUMMARY SUBMITTED BY: A. C. Johnson, Director, Instructional Services

TITLE I PERSONNEL: TEACHERS: 3 OTHER PROFESSIONAL: 1

AIDES: 9 OTHER NON-PROFESSIONAL: 2

ACTIVITIES:
English
Foreign Language
Mathematics
Natural Science
Social Science
Reading
Language Arts
Music
Physical Education

SUPPORTIVE SERVICES:
Clothing
Guidance-Counseling
Health-Dental
Health-Medical
Library
Social Work

NARRATIVE DESCRIPTION OF PROJECT

The principal thrust of the project was to aid the eligible children through the use of special services personnel, composed of two curricula-instructional people, one social worker, four librarians, one school nurse, one counselor, the classroom teachers. Overall assistance for professional personnel was maintained through two secretaries and nine teacher aides.

The scope of education of eligible children was enhanced by having these children come in direct and indirect contact with these special services personnel. These people worked directly with individual children and with small groups of children that were having specific difficulties. In-service programs for the personnel was improved by the use of these specialists in their respective fields.

All special services personnel had as one long-range objective the reduction of the school drop-out rate. This was accomplished by individual conferences with students and parents. Job and career information and opportunities was made available to the secondary age student. Materials and supplies purchased were those specifically designed to aid the instruction of the disadvantaged child. The library equipment purchased was to facilitate the functioning of the library program at a Title I school.

NAME OF SYSTEM: Troup County **PROJECT NUMBER:** 141-141-S69-2

NAME OF PROJECT: Summer Elementary and Secondary Remedial and Enrichment Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $33,059

NUMBER OF PARTICIPATING CHILDREN: 550

SUMMARY SUBMITTED BY: James W. McAllister, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 22 **OTHER PROFESSIONAL:** 6

AIDES: 0 **OTHER NON-PROFESSIONAL:** 23

ACTIVITIES:
Art
English-Reading
Mathematics
Music
Physical Education/Recreation
Natural Science
Social Science

SUPPORTIVE SERVICES:
Food
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer project was designed for students who were economically deprived and/or educationally disadvantaged. The main goal was to enrich these students' lives by offering them participation in activities that would lead to physical, mental, social and emotional growth. The program involved students in grades one through twelve and dropouts who wished to return to school. Therefore, the instructional staff was drawn from all levels. Staff members who taught during the regular school term were used. Supplies and materials were limited due to the lack of funds, but all equipment used in the regular school program was available for use in the summer program. Most of the special materials were those that teach number concepts, communicative skills and music. This material was different from that used during the regular session and, therefore, special in-service was provided the teachers in the use of these new materials.

The high school students worked for unit credit which could be used toward graduation. The elementary pupils' work was for non-promotional purposes. As noted in the beginning, the goal of the program was to enrich the lives of disadvantaged students so that they could become more effective citizens.

NAME OF SYSTEM: Turner County PROJECT NUMBER: 142-142-R69-1

NAME OF PROJECT: Instructional, Health, and Food Services

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $129,977

NUMBER OF PARTICIPATING CHILDREN: 660

SUMMARY SUBMITTED BY: E. R. Pinkerton, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 10 OTHER PROFESSIONAL: 2

AIDES: 10 OTHER NON-PROFESSIONAL: 5

ACTIVITIES: English-Reading
Kindergarten

SUPPORTIVE SERVICES: Health-Dental
Health-Medical
Transportation
Food

NARRATIVE DESCRIPTION OF PROJECT:

The instructional activities utilized more individualized instruction than normally is possible in a regular school program. These activities involved the use of workbooks, individual learning activities, reading laboratories and audio-visual aides. The use of filmstrips and records in teaching reading skills to underachievers in lower and upper elementary grades was particularly effective because these students fail so often to relate to the written word. The variety of teaching tools made available seemed to motivate the children to a noticeably higher degree than was possible when instructional materials were limited to only basal readers.

This was true in the kindergarten also, where readiness activities were available in all learning areas. Creativity in art was encouraged through the use of tempera paints, finger painting, wax crayons, modeling clay, sand drawing and sculpture, and scissors and paper. Music involved the use of flutophones for each child and rhythm band instruments. One of the most rewarding activities was the collecting and reading of many books. Story hour was one of the most enjoyable of the day. Many of these children had been denied the pleasure of having been read to and they thrilled at just turning pages and looking at pictures in the many available storybooks. Dental and physical examinations insured that these children's mental growth would not be retarded by physical disabilities that are characteristic of the economically deprived, such as parasites, neglected teeth, malnutrition, etc. The learning activities served to bridge the gap between these children and the more fortunate children who receive training at home which prepares them for a successful school career.

Special efforts were made to encourage the economically deprived to develop a taste for unfamiliar nourishing foods and to correctly use silverware in eating. This was accomplished among the kindergarten children and the regular school program children who were fed under Title I.

NAME OF SYSTEM: Turner County PROJECT NUMBER: 142-142-S69-2

NAME OF PROJECT: Summer Instruction Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $41,335

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: Marie P. Mitchell, Curriculum Director and Project Assistant

TITLE I PERSONNEL: TEACHERS: 32 OTHER PROFESSIONAL: 1

AIDES: OTHER NON-PROFESSIONAL: 3

ACTIVITIES:
English-Reading
Mathematics
Physical Education

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

Reading machines, filmstrip projectors, record players, overhead projectors and tape recorders purchased in previous years with Title I funds were used in the mathematics and reading activities. Materials which were chosen to aid in achieving the objectives of the project were reading laboratories, filmstrips, records, tachistoscopic materials, overhead transparencies, Cuisenaire rods, workbooks and textbooks. The materials for the physical fitness program included supplies for individual and group activities. The participants were taught at instructional levels commensurate with their achievement levels. Individualized instruction was provided for all participants by the scheduling of longer class periods and smaller teacher-pupil ratios than is normally possible in regular classroom.

The structure of the program provided more learning opportunities for the educationally deprived student. He was freed from the pressures of competing with students who were achieving on a higher level. Smaller groups fostered closer rapport between teacher and students, which created more motivation and interest in the student. This closer relationship between teacher and pupil also developed in the pupil the realization that the teacher cared for him as an individual and was truly interested in his welfare and progress. It is believed that this was one factor which inspired him to achieve to his optimum.

NAME OF SYSTEM: Twiggs County PROJECT NUMBER: 143-143-R69-1

NAME OF PROJECT: Reading and Music

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $85,579

NUMBER OF PARTICIPATING CHILDREN: 480

SUMMARY SUBMITTED BY: W. H. Johnson, Jr., Coordinator

TITLE I PERSONNEL: TEACHERS: 6 OTHER PROFESSIONAL: 1

AIDES: 9 OTHER NON-PROFESSIONAL: 1

ACTIVITIES: English-Reading
Music

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Reading classes for 380 participants were scheduled in regular classrooms at the three eligible schools and taught by qualified teachers. Participants in reading were taught 1 hour per day for 180 days and scheduled in groups of not more than 20 per class. They used SRA Reading laboratories, overhead projection devices, filmstrip projection devices, filmstrip libraries, language masters, supplementary books, records and record players and teacher-chosen materials. Participants in reading showed, on the basis of California Achievement Tests, deficiencies in reading.

Music was also taught to 380 eligible second and third graders for one hour a day. Children were taught to sing, to find and use singing voices, to hear pitches, to use rhythm and melody instruments, to use music as a means of self-expression and to know music as a source of great enjoyment. One hundred high school students from grades 11 and 12 in one eligible high school were taught music one hour per day for 180 days in groups of 20 for 5 periods per day. They used piccolas, flutes, clarinets, cornets, trombones, saxophones, drums, cymbals, etc. It is felt that these two approaches to helping economically and culturaly disadvantaged youth did much to equalize opportunities and help them to find themselves through confidence and self-expression.

NAME OF SYSTEM: Twiggs County **PROJECT NUMBER:** 143-143-S69-2

NAME OF PROJECT: Remedial Summer School for Underachievers Stressing Reading

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $42,027

NUMBER OF PARTICIPATING CHILDREN: 200

SUMMARY SUBMITTED BY: W. H. Johnson, Jr., Coordinator, Title I

TITLE I PERSONNEL: **TEACHERS:** 9 **OTHER PROFESSIONAL:** 1

AIDES: 10 **OTHER NON-PROFESSIONAL:** 10

ACTIVITIES:
English-Reading
Art
Mathematics
Music

SUPPORTIVE SERVICES:
Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This program was based upon these beliefs: the earlier deficiencies of learners can be ascertained and remedied, the better; and reading is the basic tool in all scholastic endeavors. Therefore, 200 second and third graders from eligible school areas were placed in a program which stressed English-reading. They were given individualized and supplementary instruction; audiovisual aids such as SRA Reading Laboratories, overhead projection devices, filmstrips, language masters and record players were used.

Instruction in mathematics, art and music not only equipped the students academically but also increased artistic and musical knowledge, thereby making them better balanced, more well-rounded students. This curriculum strengthened capable achievers who were not fulfilling their potential.

Meals were served, and the lunch period was used to teach table manners, good nutrition, food and health habits.

Participants were chosen on the basis of end-of-year achievement test results. After a summer of remedial, individualized instruction these students should enter school in the fall more able to compete academically; and with greater interest in school and in themselves.

NAME OF SYSTEM: Union County   **PROJECT NUMBER:** 144-144-R69-1

NAME OF PROJECT: Improved Curriculum with Services

REGULAR TERM: X   **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $107,940

NUMBER OF PARTICIPATING CHILDREN: 650

SUMMARY SUBMITTED BY: Elmer Thompson, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 8   **OTHER PROFESSIONAL:** 2

AIDES: 9   **OTHER NON-PROFESSIONAL:** 1

ACTIVITIES:
Art
Business Education
English-Reading
English-other Language Arts
Industrial Arts
Music
Band

SUPPORTIVE SERVICES:
Clothing
Health-Dental
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

This project was planned and designed to meet the needs in so far as possible of educationally deprived children. To meet this need special activities in art, business education, reading, industrial arts, music and band with the necessary supportive services were planned.

Specially trained professional personnel and teacher aides were employed. To help implement the program in all areas the necessary equipment, supplies and materials were provided to adequately carry on the activities.

In-service education programs were carried on throughout the year to insure proper usage of the materials, equipment and supplies and that the best possible methods of instruction were used. The services of the Ninth District Educational Services Center worked with the program on a systematic consultative basis.

The children have improved socially, emotionally, and academically as a result of the program.

NAME OF SYSTEM: Union County PROJECT NUMBER: 144-144-S69-2

NAME OF PROJECT: Summer Program of New and Expanded Services

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $24,559

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: Elmer Thompson, Title I Coordinator

TITLE I PERSONNEL: TEACHERS: 9 OTHER PROFESSIONAL: 1

AIDES: 2 OTHER NON-PROFESSIONAL: 7

ACTIVITIES:
Art
Reading
Mathematics
Music
Physical Education/Recreation
Band

SUPPORTIVE SERVICES:
Food
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This summer program was planned and designed to meet the needs of the educationally deprived children of Union County.

Special activities in reading, mathematics, art, music, band, physical education and recreation were planned. Supportive services included food, library and transportation.

In the art activity sufficient materials, such as paints, brushes, clay, art paper, water colors and other art supplies, were supplied to adequately implement the activity. In the physical education/recreation activity adequate equipment and supplies were purchased.

No special equipment was needed for reading, mathematics and music. However, each teacher was furnished the necessary materials to individualize instuction.

The summer program had a tremendous impact on educationally deprived children. This fact was substantiated by teacher evaluations collected in objective, subjective and narrative forms.

NAME OF SYSTEM: Upson County PROJECT NUMBER: 145-145-R69-1

NAME OF PROJECT: Curriculum Improvement and Supplemental Services

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $132,294.00

NUMBER OF PARTICIPATING CHILDREN: 390

SUMMARY SUBMITTED BY: Gordon R. Holstun, Superintendent

TITLE I PERSONNEL: TEACHERS: 5 OTHER PROFESSIONAL: 6

AIDES: 10 OTHER NON-PROFESSIONAL: 7

ACTIVITIES: English-Reading SUPPORTIVE SERVICES: Guidance and Counseling
Librarian

NARRATIVE DESCRIPTION OF PROJECT:

In Upson County schools teachers can depend upon a variety of instructional materials, equipment, and supplies to help with remedial reading and compensatory educational programs centered around the developmental approach.

Library and guidance services are an integral part of the total approach to the development of a reading program. Students have begun to show an interest in reading for the first time which will help them in their development with other subjects.

Evaluation of the program indicates growth in reading achievement. As a group these students have gained in social contact, skill mastery, and generally broadened their understanding of things that go on in the world.

NAME OF SYSTEM: Upson County PROJECT NUMBER: 145-145-S69-2

NAME OF PROJECT: Summer Kindergarten, Reading, Guidance Services

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $39,894

NUMBER OF PARTICIPATING CHILDREN: 320

SUMMARY SUBMITTED BY: Gordon R. Holstun, Superintendent

TITLE I PERSONNEL: TEACHERS: 27 OTHER PROFESSIONAL: 5

AIDES: 10 OTHER NON-PROFESSIONAL: 6

ACTIVITIES: English-Reading
Kindergarten

SUPPORTIVE SERVICES: Food
Guidance Counseling
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Upson County schools operated three centers for 320 educationally deprived children. In the kindergarten there was a teacher-pupil ratio of 1:15; in reading a ratio of 1:6. Teacher aides provided adequate help for teachers and reduced the ratio even more. Transportation services were provided for all children, and all children were served a well balanced mid-morning snack. The kindergarten program served as a readiness skills program for all children who would enter first grade in the fall of 1969. Reading instruction for low achievers was offered to children in the first three grades in the hope of raising their achievement reading level the following year in order that they might be successful in regular classroom work. Guidance and counseling services were offered to 90 high school students and their parents. Realistic vocational goals and courses of study for the coming year were the direct outcome of this service.

NAME OF SYSTEM: Valdosta City **PROJECT NUMBER:** 092-240-R69-1

NAME OF PROJECT: Improvement of Basic And Enrichment Skills

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $216,921.00

NUMBER OF PARTICIPATING CHILDREN: 1289

SUMMARY SUBMITTED BY: M. E. Nichols

TITLE I PERSONNEL: **TEACHERS:** 7 **OTHER PROFESSIONAL:** 6

AIDES: 29 **OTHER NON-PROFESSIONAL:** 15

ACTIVITIES:
Art
Business Education
English-Reading
Home Economics
Industrial Arts
Mathematics
Music
Physical Education
Social Science
Kindergarten

SUPPORTIVE SERVICES:
Attendance
Clothing
Food
Guidance
 Counseling
Health & Dental
Health & Medical
Transportation
Curr-Mat-Center

NARRATIVE DESCRIPTION OF PROJECT

The program of the Valdosta City School for the regular term was planned as an integral part of a comprehensive compensatory educational program involving the coordinated use of resources from other programs and agencies.

Since it is a deferred system no new equipment for the regular program was purchased but use was made of the equipment on hand. The Material Center can reproduce anything a teacher needs for drill work, new work, or any other device the teacher has need of to help the educationally deprived children. Sufficient materials and supplies have been purchased to carry out the activities and supportive services.

With the help of curriculum supervisor, consultants and others, the teachers have been encouraged to employ methods and materials that will help these children.

One of the more important aspects of the program has been the free lunches and clothing and health services given to these children. Special teachers and teacher-aides have been provided for educationally deprived children.

It is the opinion of principals and teachers that the Title I program is doing much to help educationally deprived children in the Valdosta Public Schools.

NAME OF SYSTEM: Valdosta City **PROJECT NUMBER:** 092-240-S69-2

NAME OF PROJECT: Improvement of Based and Enrichment Skills

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $101,611

NUMBER OF PARTICIPATING CHILDREN: 1,150

SUMMARY SUBMITTED BY: M. E. Nichols, Coordinator of Federal Programs

TITLE I PERSONNEL: **TEACHERS:** 55 **OTHER PROFESSIONAL:** 10

AIDES: 6 **OTHER NON-PROFESSIONAL:** 5

ACTIVITIES:
- Art
- English-Reading
- Mathematics
- Music
- Physical Education

SUPPORTIVE SERVICES:
- Attendance
- Clothing
- Food
- Guidance-Counseling
- Health-Dental
- Health-Medical

NARRATIVE **DESCRIPTION OF PROJECT:**

The summer program consisted of teachers, aides and special personnel to work with about 1,150 disadvantaged children. The pupil-teacher ratio was low in order for teachers to have more time to work with individual students.

Since we are striving for both remedial and enrichment for these children, reading and mathematics, art and music, as well as physical education were chosen as the areas in which to work.

Our disadvantaged children seem to need a great deal of help in reading and mathematics. Materials and equipment were furnished from a materials center to each school and each teacher to help her produce the best results with her technique for teaching disadvantaged children in these areas.

NAME OF SYSTEM: Walker County PROJECT NUMBER: 146-146-R69-1

NAME OF PROJECT: Searching for Excellence

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $206,801

NUMBER OF PARTICIPATING CHILDREN: 1,490

SUMMARY SUBMITTED BY: Gertrude Embree, Chief Director, Instructional Services

TITLE I PERSONNEL: TEACHERS: 8 OTHER PROFESSIONAL: 7

AIDES: 18 OTHER NON-PROFESSIONAL: 8

ACTIVITIES:
- Cultural Enrichment
- English-Reading
- Natural Science
- Vocational Education
- Special Activities for Handicapped

SUPPORTIVE SERVICES:
- Health-Dental
- Health-Medical
- Psychological
- Transportation
- Special Services for Handicapped

NARRATIVE DESCRIPTION OF PROJECT:

The project included cultural enrichment, diagnostic and corrective reading, natural science, vocational education and special activities for the handicapped. These activities were designed to meet the needs of children having a wide range of learning difficulties and low motivational goals.

Staff members worked with children, teachers, principals, parents and community and civic groups. They assisted with program development, preparation of instructional materials, reports and fund requests.

Instructional approaches ranged from a traditional classroom setting with thirty children to a laboratory setting with children scheduled in on a one-to-one basis or in groups of three to five. Some team teaching and individualized instruction were included. Assessment and diagnosis by the professional staff of students from target schools led to prescribed programs to meet individual needs.

Multi-level and multi-purpose instructional materials were used. Materials designed to correct perceptual difficulties, enrich cultural experiences and increase knowledge of vocational opportunities.

Continuous staff development was possible through a dynamic non-credit in-service program conducted for the professional staff, parents and interested community groups.

Data obtained in these schools reveals that the children are more regular in attendance and have a wider range of cultural experiences in the elementary environment. The drop-out rate of the junior high student has been lowered. The curriculum has been modified to more nearly meet the individual needs of the children. Many health problems have been detected and corrected.

NAME OF SYSTEM: Walker County **PROJECT NUMBER:** 146-146-S69-2

NAME OF PROJECT: Searching For Excellence

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $44,545

NUMBER OF PARTICIPATING CHILDREN: 450

SUMMARY SUBMITTED BY: Gertrude Embree, Director of Title I Programs

TITLE I PERSONNEL: **TEACHERS:** 23 **OTHER PROFESSIONAL:** 7

AIDES: 19 **OTHER NON-PROFESSIONAL:** 16

ACTIVITIES:
Cultural Enrichment
English-Other
Mathematics
Natural Science
Reading, Perceptual Development
Individualizing Instruction

SUPPORTIVE SERVICES:
Food
Health-Medical
Transportation
Lodging, Special Admissions
Special Performances

NARRATIVE DESCRIPTION OF PROJECT:

Project Searching For Excellence was designed to provide remedial and enriching experiences for 450 primary, intermediate and high school culturally deprived children in the Walker County School District. Forty-two classroom teachers, aides and special resource teachers provided individualized instruction designed to develop reading and related skills, coordination and perceptual skills. A comprehensive unit on Georgia which coordinated language arts, mathematics, science, art, music and social studies into a humanities program was a part of the program for intermediate grade children. Students at the upper grade level participated in a study of ecology and helped in the development of a nature center. Students worked in a laboratory environment investigating, exploring and extending interests, ideas and needs. Field trips reached into the local neighborhood, community and state.

Two coordinators provided leadership for an extensive in-service training program for teachers and parents. Pre and post evaluations included data gathered by using standardized tests and locally developed attitudinal opinionnaires.

NAME OF SYSTEM: Walton County PROJECT NUMBER: 147-147-R69-1

NAME OF PROJECT: Kindergarten, Reading, Art, Science, Library

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $188,620

NUMBER OF PARTICIPATING CHILDREN: 1,314

SUMMARY SUBMITTED BY: Thomas Y. Harris, Administrative Assistant

TITLE I PERSONNEL: TEACHERS: 14 OTHER PROFESSIONAL: 1

AIDES: 5 OTHER NON-PROFESSIONAL: 3

ACTIVITIES:
- Art
- Reading
- Natural Science
- Kindergarten

SUPPORTIVE SERVICES:
- Library
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

In art one resource teacher assisted teachers in developing a system-wide art program and instructed in the classrooms on schedule. This teacher also worked with teachers in year-round in-service and distributed needed materials for art activities.

In reading two resource teachers assisted classroom teachers with special remedial problems, recommended special materials and equipment, distributed proper materials to the classroom teacher, and conducted continuous in-service in the teaching of reading.

At kindergarten 210 deprived five-year olds attended a full school day, received instruction in reading readiness, arithmetic readiness, writing readiness, social science, science, art and music. The curriculum was planned and instructional materials bought to enable the teacher to fit the curriculum to the need of the individual child.

One resource teacher with a fully equipped traveling mobile laboratory assisted classroom teachers in developing sequential science programs and distributed supplemental materials to classroom teachers in the natural science program.

Five library assistants and materials were added through Title I monies and transportation was provided for 150 kindergarten children.

NAME OF SYSTEM: Walton County PROJECT NUMBER: 147-147-S69-2

NAME OF PROJECT: Kindergarten, Reading, Mathematics, Science, Social Science, Business Education

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $40,629

NUMBER OF PARTICIPATING CHILDREN: 550

SUMMARY SUBMITTED BY: Thomas Y. Harris, Administrative Assistant

TITLE I PERSONNEL: TEACHERS: 36 OTHER PROFESSIONAL: 2

AIDES: 6 OTHER NON-PROFESSIONAL:

ACTIVITIES:
- Business Education
- Reading
- English
- Mathematics
- Kindergarten
- Science
- Social Science
- Driver Education

SUPPORTIVE SERVICES:
- Food
- Transportation
- Teacher Aides

NARRATIVE DESCRIPTION OF PROJECT:

Thirty-six professionally certified teachers were employed to carry out the activities in this project.

The same desks, chairs, overhead projectors, tape recorders, filmstrip projectors and other equipment used during the regular school year were used for summer activities. Supplemental materials for the slow learner and remedial student were provided. Some examples are S. R. A. reading laboratories, manipulative materials, visual aids, flash cards and reading games.

Small group and individual instruction were used. The teacher worked with each student on his level of achievement. Through successful experiences in the classroom, the child becomes academically motivated.

NAME OF SYSTEM: Ware County **PROJECT NUMBER:** 148-148-R69-1

NAME OF PROJECT: Corrective Reading, Educable Mentally Retarded, Music Enrichment

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $70,585

NUMBER OF PARTICIPATING CHILDREN: 845

SUMMARY SUBMITTED BY: C. P. Hamilton, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 6 **OTHER PROFESSIONAL:** 6

AIDES: 6 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
English-Reading
Music
Special Activities for Handicapped

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Professional and non-professional personnel worked in each project school to help students who were educationally deprived in that they needed to improve their reading skills. Varied and appropriate reading materials were purchased to provide challenging and individualized reading instruction. Teachers worked with small groups or with individual students in providing needed help. Ware County has had Correctional Reading Classes for deprived students for three years. Progress has been made in that more students are reading nearer their ability level than ever before. It is believed that improved reading skills will result in improved performance in all curriculum areas.

Title I funds have made possible music enrichment programs. Musical equipment was purchased in sufficient quantity to initiate an elementary and junior high band program. Professionally trained persons were employed to handle the music program. Instruments were purchased for those students who were unable to purchase their own. Educationally and culturally deprived students benefited through participation in such a program. No music programs were available in Ware County prior to the Title I Project.

This is the second year that Title I money helped in financing classes for the educable mentally retarded in Ware County. There were three EMR teachers to work with approximately 45 students. Materials and supplies were purchased and both regular students and EMR students benefited from this project in that the EMR students were placed in separate classes.

NAME OF SYSTEM: Ware County PROJECT NUMBER: 148-148-S69-2

NAME OF PROJECT: Non-Credit Summer School (grades 2-4)

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $15,204

NUMBER OF PARTICIPATING CHILDREN: 105

SUMMARY SUBMITTED BY: Eleanor P. Lee, Coordinator Title I

TITLE I PERSONNEL:	TEACHERS:	8	OTHER PROFESSIONAL:	1
	AIDES:	8	OTHER NON-PROFESSIONAL:	5

ACTIVITIES:	English-Reading Mathematics	SUPPORTIVE SERVICES:	Food Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The non-credit Title I Summer School was located at the Wacona Elementary School, Ware County. Approximately 105 students from grades three, four, and five are given special instruction in reading and mathematics. Eight teachers, eight aides, one administrator, one cook, one secretary and three bus drivers are the personnel employed by Title I. New materials designed for programs such as the Summer School were used. These were purchased with Title I money. Teachers and aides received in-service training by the administrator and other supervisory personnel. Equipment being used includes film projectors, overhead projectors, record players, tape recorders and filmstrip projectors. This equipment is already on hand.

Educationally deprived children benefited not only from the academic offerings, but also from the hot Type A lunches and the breakfast served each day. Deprived children are expected to become better students, to improve their self-image, and to like school better after attending the summer school. These students have been identified from all eligible Title I schools in the county, and were transported by bus to and from Wacona each day. Teacher opinion, standardized tests results and parental concern were the criteria used in identifying the educationally deprived students to be enrolled in the Project. Priority was also given to students from low socio-economic families.

NAME OF SYSTEM: Warren County **PROJECT NUMBER:** 149-149-R69-1

NAME OF PROJECT: Warren County Title I

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $188,260

NUMBER OF PARTICIPATING CHILDREN: 1,039

SUMMARY SUBMITTED BY: George M. Holliman, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 9 **OTHER PROFESSIONAL:** 3

AIDES: 7 **OTHER NON-PROFESSIONAL:** 9

ACTIVITIES:
- Art
- English-Reading
- Mathematics
- Music
- Physical Education

SUPPORTIVE SERVICES:
- Attendance
- Food
- Library

NARRATIVE DESCRIPTION OF PROJECT:

The Warren County program was designed to provide cultural enrichment instruction for the disadvantaged and deprived students in the county. Employing teachers to reduce class size and providing teacher aides gave the teacher more time for the individual child. Audio-visual equipment, reading labs, overhead projectors, math labs, movie projectors, filmstrip projectors, and television sets helped the teacher to provide a broader scope of educational material for the child.

Music and art programs employing instructors and providing equipment and supplies developed artistic skills in these disadvantaged students. Physical education teachers instructed their students in a physical fitness program and equipment and supplies were purchased for this activity. The addition of physical education dressing rooms helped instill good health habits.

Consultants in several areas--reading, exceptional children, library, guidance and counseling and physical education--worked with the teachers. Clothing was one of the tools used to assist the attendance officer in his task of keeping the child in school. Well-balanced lunches were fed to those students in need of nutritious food by the lunchrooms under the supervision of a qualified school lunch director.

Student reading habits were developed under the supervision of librarians. Reading skills were developed through reading supervision by instructors providing the basic skills of education.

The Program was designed to not only broaden the child's horizons, but also to give him the basic skills to exist in the present day world and succeed in his educational endeavors.

NAME OF SYSTEM: Warren County PROJECT NUMBER: 149-149-S69-2

NAME OF PROJECT: Warren County Title I Summer Program

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $56,771

NUMBER OF PARTICIPATING CHILDREN: 635

SUMMARY SUBMITTED BY: George M. Holliman, Superintendent

TITLE I PERSONNEL: TEACHERS: 20 OTHER PROFESSIONAL: 2

AIDES: 27 OTHER NON-PROFESSIONAL: 15

ACTIVITIES:
- English-Reading
- Music
- Physical Education
- Kindergarten

SUPPORTIVE SERVICES:
- Clothing
- Food
- Health-Medical
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Warren County summer program was designed primarily as a summer kindergarten and a remedial English-Reading project for the educationally deprived children in need of these activities in the project area. Kindergarten classes supervised by a qualified kindergarten director consisted of 15 to 20 children each with one teacher and one aide. Provision was made for both small and large group activities.

The major emphasis in the instructional program was placed on language development for reading readiness. Overhead projectors, movie projectors, filmstrip projectors, record players, mimeograph machines, duplicating machines and a primary typewriter were used in the preparation and presentation of instructional material for the kindergarten and reading activities. Reading classes, supervised by the curriculum director, consisted of 20 children each, grouped according to their reading levels. Emphasis was placed on skills in which students showed a weakness. Reading materials of various kinds, listening stations and controlled readers were used in this activity.

Band instruction was provided to give a boost to the regular band program with more time for the director to work with students on an individual basis. Physical education classes were planned for girls as well as boys. Because of limited facilities and range in ages of students, the activities rotated according to the activity involved. One teacher and one aide gave instruction in tennis, baseball, softball, volley ball, basketball and table tennis using the appropriate equipment. Services in this summer project included: lunches and snacks, clothing, health-medical and transportation.

It is anticipated the services and activities of this summer project will help to strengthen the regular school program. It is hoped additional successes in the educational endeavors of these deprived children will in turn improve the student's self-image in relation to his peer social group.

NAME OF SYSTEM: Washington County **PROJECT NUMBER:** 150-150-R69-1

NAME OF PROJECT: Educational Opportunities

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $289,424

NUMBER OF PARTICIPATING CHILDREN: 2045

SUMMARY SUBMITTED BY: JoAnn R. Cooper, Coordinator

TITLE I PERSONNEL: **TEACHERS:** 16 **OTHER PROFESSIONAL:** 3

AIDES: 0 **OTHER NON-PROFESSIONAL:** 9

ACTIVITIES:
Art
English-Reading
Industrial Arts
Music

SUPPORTIVE SERVICES:
Attendance
Food

NARRATIVE **DESCRIPTION OF PROJECT:**

In English-reading the fourth graders continued the new English program and the in-coming third graders started the new series. Craig readers and other supplementary materials were used to help bridge the gaps created by cultural deprivation. Visual aids played a big part in all of the Title I projects.

Art was one of the most outstanding projects. The children were taught to be resourceful by collecting various materials that could be converted into products of art--tin cans, paper, string, sticks, etc. They participated in an art show during the Washington County Kaolin Festival by displaying some of their work and actually performing in person as visitors observed. (They used a local kaolin). They added color and interest to the general appearance of the schools and planned their own Art Festival. A qualified artist served as instructor.

Industrial arts has been one of the deterrents to the dropout problem. Many of the potential dropouts have found in this program a sense of accomplishment. They have learned to do simple construction jobs for their homes and used a variety of materials, such as wood, cement, fiberboard, etc. Special emphasis was given to job selection and preparation. Field trips through various industries proved helpful.

The food service program has probably been the greatest single factor in the improvement of students' receptiveness to teaching. Health charts indicate a great improvement in physical conditions of the deprived children of Washington County.

NAME OF SYSTEM: Waycross City **PROJECT NUMBER:** 148-242-R69-1

NAME OF PROJECT: Academic, Social, Cutural and Physical Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $177,645

NUMBER OF PARTICIPATING CHILDREN: 1,986

SUMMARY SUBMITTED BY: Daniel W. Miller, Coordinator of Federal Programs

TITLE I PERSONNEL: **TEACHERS:** 3 **OTHER PROFESSIONAL:** 6

AIDES: 35 **OTHER NON-PROFESSIONAL:**

ACTIVITIES:
- English-Reading
- Industrial Arts
- Mathematics
- Physical Education/Recreation
- Social Science
- Pre-K/Kindergarten

SUPPORTIVE SERVICES:
- Health-Dental
- Health-Medical
- Library
- Social Work
- Transportation
- Instructional Materials Center

NARRATIVE **DESCRIPTION OF PROJECT:**

The Waycross project included academic, social, cultural, and physical improvement programs. There were thirty-five teacher aides assigned to this program in the subject areas of English-reading, mathematics, social science, and to the pre-school program. It was their responsibility to relieve the teacher of clerical duties so that she could devote more time to individual instruction of the educationally deprived children in her classroom.

The industrial arts program provided an instructor for a school with a high percentage of educationally deprived children in order to make available to these children an opportunity to acquire some salable skill when they finish their formal schooling. The physical education activity and the home-school visitor program provided in-school physical training and out-of-school assistance in welfare, health and attendance. The kindergarten activity provided educationally deprived children with the necessary readiness training and medical services so that they could enter the first grade on an equal basis with their peer group. The library and transportation services afforded the educationally deprived the opportunity to explore books and places not normally available to them through their home environments. The instructional materials center program made available to the schools, teachers and students materials in all subject areas in the form of filmstrips, transparencies, books, records, maps, globes, reading programs, printed materials and other materials locally produced to fit the particular situation. Equipment required for proper presentation of programs was provided, such as: overhead projectors, record players, 16mm projectors, tape recorders and filmstrip projectors.

Overall the project provided equipment, materials and special methods of instruction specifically designed to have an impact on the educational problems of the educationally deprived children in Waycross.

NAME OF SYSTEM: Waycross City PROJECT NUMBER: 148-242-S69-2

NAME OF PROJECT: Academic, Social, Cultural and Physical Improvement

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $56,122

NUMBER OF PARTICIPATING CHILDREN: 1,030

SUMMARY SUBMITTED BY: Daniel W. Miller, Coordinator of Title I

TITLE I PERSONNEL: TEACHERS: 34 OTHER PROFESSIONAL:

AIDES: 27 OTHER NON-PROFESSIONAL: 18

ACTIVITIES:
English-Reading
Mathematics
Physical Education/Recreation
Natural Science
Social Science
Pre-Kindergarten

SUPPORTIVE SERVICES:
Food
Transportation
Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

The Waycross summer project included academic, social, cultural, and physical improvement projects. There were fourteen classes in five project schools in the instructional area of English-reading. Each class had approximately fifteen students, a teacher and a teacher aide. The students in these classes were students who attended either the first or second grade during the regular school year and were not reading at a level sufficient for advancement to the next highest grade. The teachers worked with these students in the area of reading so that they could enter school in September, 1969, at the proper grade level.

Another project was to place teachers in the regular high school summer program in the instructional areas of mathematics, natural science, English and social science so that slow learners in these areas in grades eight through twelve could receive special instruction during the summer.

The pre-kindergarten program provided ten teachers and aides for ten classes of three and four-year-olds. The recreation and storytime project provided programmed and organized physical instruction and arts and crafts activities for children within a specified area. A food services program was provided for children in the English-reading and pre-kindergarten activities. Transportation for field trips provided was also provided for these same two activities. The Instructional Materials Center project made specialized equipment and materials available for each of these activities.

Overall the project provided equipment, materials, and special methods of instruction specifically designed to have an impact on the educational problems of the educationally deprived children in Waycross.

NAME OF SYSTEM: Wayne County **PROJECT NUMBER:** 151-151-R69-1

NAME OF PROJECT: English-Reading-Math-Science-Art-Music-Industrial Arts

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED **FOR THIS PROJECT:** $173,253

NUMBER OF **PARTICIPATING CHILDREN:** 2,093

SUMMARY **SUBMITTED BY:** Lois Thornton, Coordinator Title I

TITLE I **PERSONNEL:** **TEACHERS:** 1 **OTHER PROFESSIONAL:** 2

AIDES: 39 **OTHER NON-PROFESSIONAL:** 8

ACTIVITIES:
Art
English-Reading
Industrial Arts
Mathematics
Music
Natural Science

SUPPORTIVE SERVICES:
Clothing
Food
Medical
Materials Center

NARRATIVE **DESCRIPTION OF PROJECT:**

This project provided 39 teacher aides to relieve the teachers of bookkeeping chores, lunch records and other time consuming tasks so they would be able to spend time helping individuals who needed extra attention. Children who were economically deprived were given nutritious lunches, clothes and medical assistance as well as special instructions. All children were provided with the most up to date instructional materials and the best teaching methods. Teaching was improved by supplying the teacher with better materials of instruction.

In-service education programs helped teachers and teacher aides understand the educationally deprived child and the curriculum. Their interaction with each other gave new ideas with regard to desirable innovations and organization of the program.

NAME OF SYSTEM: Wayne County PROJECT NUMBER: 151-151-S69-2

NAME OF PROJECT: Wayne County Summer Program - Reading, Mathematics, Science, Art, Social Studies and Physical Education

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $86,454

NUMBER OF PARTICIPATING CHILDREN: 560

SUMMARY SUBMITTED BY: Lois Thornton, Coordinator Title I

TITLE I PERSONNEL: TEACHERS: 51 OTHER PROFESSIONAL: 0

AIDES: 37 OTHER NON-PROFESSIONAL: 12

ACTIVITIES:
Art
Reading
Mathematics
Physical Education
Natural Science
Social Science

SUPPORTIVE SERVICES:
Food
Library
Transportation
Materials Center

NARRATIVE DESCRIPTION OF PROJECT:

This program provided for the needs of disadvantaged children who were unable to perform on the level of their peers.

There was no equipment purchased.

The instructional materials used were designed to lift the level of performance of each child. The teacher aides were utilized to relieve the teachers of record keeping, lunchroom supervision, clerical work, and sometimes to help an individual with drill work.

This program provided activities for the children so they would have a constructive schedule to carry them through the summer vacation. Many of them would have had unsupervised time that would have been detrimental to their character. It is felt that this was a good educational experience.

NAME OF SYSTEM: Webster County PROJECT NUMBER: 152-152-R69-1

NAME OF PROJECT: General Curriculum Improvement

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $97,289

NUMBER OF PARTICIPATING CHILDREN: 400

SUMMARY SUBMITTED BY: R. H. McDuffie, Superintendent

TITLE I PERSONNEL: TEACHERS: 7 OTHER PROFESSIONAL:

AIDES: 14 OTHER NON-PROFESSIONAL: 8

ACTIVITIES:
Art
English-Reading
Home Economics
Mathematics
Music
Driver Education

SUPPORTIVE SERVICES:
Food
Health-Medical

NARRATIVE DESCRIPTION OF PROJECT:

These Title I funds provided an innovative program through which educationally deprived children were helped to improve themselves intellectually, socially, aesthetically and physically.

Five full-time teachers were employed to try to help in the fields of mathematics and reading. These were qualified teachers and worked with all other teachers and workers to upgrade all efforts in these fields. A full-time art teacher was employed who worked both with groups and individuals.

Fourteen teacher aides were employed to help with material preparation, to provide individual help for students and to relieve teachers of routine work so they might give more attention to instruction.

Consumable supplies were furnished for individual instruction and enrichment purposes. Equipment was purchased which was necessary for inaugurating new programs in driver education and art.

Free lunches were provided to improve the student physically. In connection with the food program, a well-rounded program was planned and carried out in physical fitness to socially and physically prepare students for better learning.

Test results, grades and attitudes indicate the program served successfully, although slowly, to upgrade the level of the deprived.

NAME OF SYSTEM: Webster County **PROJECT NUMBER:** 152-152-S69-2

NAME OF PROJECT: Curriculum Improvement Reading and Recreational Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $15,325

NUMBER OF PARTICIPATING CHILDREN: 172

SUMMARY SUBMITTED BY: R. H. McDuffie, Superintendent

TITLE I PERSONNEL:	**TEACHERS:**	7	**OTHER PROFESSIONAL:**	1
	AIDES:	5	**OTHER NON-PROFESSIONAL:**	2

ACTIVITIES: English-Reading
Physical Education/Recreation

SUPPORTIVE SERVICES: Food

NARRATIVE DESCRIPTION OF PROJECT:

The following staff were involved in the project: 4 reading teachers, 1 librarian, 3 physical education and recreation directors, 5 teacher aides, 1 instructional secretary and 1 maid.

The librarian was available at all times to assist the reading teachers by seeing that proper books, filmstrips, transparencies, periodicals and reading machines were available. The librarian also assisted in small group work such as story telling and individual instruction.

The aides assisted in preparing seat work, keeping records, preparing refreshments and supervising refreshment period, aiding reading teachers in special group work, and in assisting the physical education and recreation teachers in different phases of their activities.

All types of duplicating materials were furnished, with existing audio visual and art materials being made available for use in the reading program. Available physical education and recreational material and equipment was implemented by addition of permanent and consumable supplies.

The program should have positive impact on the educationally deprived children by improving their reading ability and physical conditions, thus creating within them an attitude that will help them both educationally and socially.

NAME OF SYSTEM: West Point City PROJECT NUMBER: 243-141-R69-1

NAME OF PROJECT: Cultural Enrichment

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $19,699

NUMBER OF PARTICIPATING CHILDREN: 550

SUMMARY SUBMITTED BY: J. J. Walker, Jr., Superintendent

TITLE I PERSONNEL: TEACHERS: 2 OTHER PROFESSIONAL: 0

AIDES: 1 OTHER NON-PROFESSIONAL: 2

ACTIVITIES: Music

SUPPORTIVE SERVICES:
Food
Library
Clerical

NARRATIVE DESCRIPTION OF PROJECT:

The primary attack on cultural deprivation in this project was in the field of music. Enriching experiences beginning in the primary grades providing a background for instrumental music were developed into actual experiences with instruments in the upper elementary grades and band participation in high school.

The supportive services enabled us to feed seventy-one children daily, keep both libraries open during all of school hours instead of half-time and relieve principals of clerical duties to supervise project program.

NAME OF SYSTEM: West Point City **PROJECT NUMBER:** 243-141-S69-2

NAME OF PROJECT: Kindergarten and Reading Improvement

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $11,081

NUMBER OF PARTICIPATING CHILDREN: 172

SUMMARY SUBMITTED BY: J. J. Walker, Jr., Superintendent

TITLE I PERSONNEL: **TEACHERS:** 9 **OTHER PROFESSIONAL:** 1

AIDES: 2 **OTHER NON-PROFESSIONAL:** 0

ACTIVITIES: English-Reading
Kindergarten

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

All staff members had experience in areas of current employment. Two reading teachers had special education training and experience.

Adequate equipment, audio-visual and other, much of which was purchased under previous Title I projects, was available and was used. A substantial quantity of supplementary readers was added to the reading materials already in use.

The kindergarten children participated in a program operating from 8 a.m. to 12 noon. This program prepared the children for first grade entrance in August, 1969, and was a continuation of the program begun shortly after the middle of the past school year.

The reading program was organized so that approximately half of the pupils attended from 8 a.m. until 10 a.m., with a short break in the middle of the period, and others from 10 a.m. until noon. Each teacher worked with about ten pupils each period.

Both phases of the program helped educationally deprived children have a better chance to succeed.

NAME OF SYSTEM: Wheeler County PROJECT NUMBER: 153-153-R69-1

NAME OF PROJECT: Improved and Expanded School Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $110,667

NUMBER OF PARTICIPATING CHILDREN: 1,146

SUMMARY SUBMITTED BY: William S. Clark, Superintendent

TITLE I PERSONNEL: TEACHERS: 8 OTHER PROFESSIONAL: 3

AIDES: 4 OTHER NON-PROFESSIONAL: 0

ACTIVITIES:
Art
Cultural Enrichment
English-Reading
Music

SUPPORTIVE SERVICES:
Guidance Counseling
Public Relations

NARRATIVE DESCRIPTION OF PROJECT:

The types of equipment, supplies and materials used were videotape recorders, closed circuit television, SRA Science and Reading labs, filmstrip reviewers, biology models, Sights and Sounds, pacemakers, Kodak carousels, people-to-people, a perceptamatic, programmed map materials, human torso models, microscopes, bioscopes, records, filmstrips, tapes, movie, opaque and overhead projectors, workbooks to accompany state adopted textbooks for instructional teaching methods, and instructional supplies used directly by students.

This equipment was needed to provide experiences for disadvantaged children. Activities were designed to minimize and/or eradicate learning deficits in verbal-skills, extend acquisition of general information and develop "Learning to learn" skills with emphasis on independent learning, small and large group activity, and variety of methods and materials.

The students had opportunities for instruction in choral and instrumental music, art, speech therapy, remedial reading, speech and drama. These vicarious experiences helped to reduce the cultural gap that befalls disadvantaged children and provided more appropriate educational activities for students to improve communication, self-expression, and identification of hidden talents.

NAME OF SYSTEM: Wheeler County PROJECT NUMBER: 153-153-S69-2

NAME OF PROJECT: Improved and Extended School Year

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $23,838

NUMBER OF PARTICIPATING CHILDREN: 400

SUMMARY SUBMITTED BY: William S. Clark, Superintendent

TITLE I PERSONNEL: TEACHERS: 4 OTHER PROFESSIONAL: 1

AIDES: 3 OTHER NON-PROFESSIONAL: 4

ACTIVITIES: English-Reading
Mathematics
Natural Science

SUPPORTIVE SERVICES: Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The summer activity was designed to extend and enrich educational opportunities for all disadvantaged children K-12. Major emphasis was given to science, math, social studies, language arts and music, art, drama and recreation. In addition to educational emphasis, summer activity focused on developing more positive self-concepts of the individual.

This project provided instructors, aides, instructional materials, equipment and cultural enrichment activities.

The type of staff being provided included classroom teachers, teacher aides, administrators and janitors for each school, with 400 students participating. School buses were provided for all students.

Kinds of equipment used were reading machines, reading labs, carousels, programmed instruction, multi-level texts, supplementary readers, periodicals, experience charts and stories.

Various methods and techniques of instruction were used. Team-teaching and non-gradedness characterized the program. Small group organization and independent activities insured meeting the needs of individuals. Improvements in communication skills, poor motor coordination, negative self-concepts, social and emotional development, dependency, self-understanding, job training for the handicapped, speech impairment and exposure to cultural enrichment through the media of fine arts were emphasized.

Organized in-service activities for teachers and aides was carried out on a regular schedule. Teachers and aides met prior to the beginning of the activity to study the records of students and plan activities designed to help each child. Consultants helped plan for content, methods, techniques and materials to be adapted to each.

NAME OF SYSTEM: White County PROJECT NUMBER: 154-154-R69-1

NAME OF PROJECT: Expanding, Improving and Enriching Educational Program

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $79,826

NUMBER OF PARTICIPATING CHILDREN: 330

SUMMARY SUBMITTED BY: Teresa New, Coordinator Title I

TITLE I PERSONNEL: TEACHERS: 4 OTHER PROFESSIONAL: 1

AIDES: 9 OTHER NON-PROFESSIONAL: 9

ACTIVITIES:
- Art
- English-Reading
- Music
- Physical Education

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The main strength of the program was its addition of professional and paraprofessional personnel to the school and county staff. These people had the time and skills to diagnose and work with the educationally disadvantaged children or to release members of the professional staff to do the same thing.

The professional staff members included a remedial reading teacher in the junior high, an elementary and secondary art teacher-supervisor, an elementary music teacher, an elementary physical education teacher and a band director.

The paraprofessionals included instructional secretaries, general teacher aides, art, music and physical education teacher aides and half-time secretaries to the Curriculum Director and the Visiting Teacher.

As the program has developed, the need for school social services to accompany and extend the instructional activities has become even clearer. Insofar as the allotted funds permit, the services are being increased.

NAME OF SYSTEM: White County **PROJECT NUMBER:** 154-154-S69-2

NAME OF PROJECT: Expanding, Improving, Enriching Educational Programs

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $17,194

NUMBER OF PARTICIPATING CHILDREN: 120

SUMMARY SUBMITTED BY:

TITLE I PERSONNEL: **TEACHERS:** 8 **OTHER PROFESSIONAL:** 3

AIDES: 2 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
English-Reading
Kindergarten

SUPPORTIVE SERVICES:
Attendance
Food
Health
Transportation
Plant Operation

NARRATIVE DESCRIPTION OF PROJECT:

White County's summer program developed from those of preceding summers.

Thirty children were enrolled in a kindergarten activity. Two teachers using approved materials and methods, conducted an enriching, readying-for-school program.

Ninety children from grades 1, 2 and 3 were enrolled in an English-Reading activity. Six teachers conducted the program in three centers. Emphasis was on providing first hand and vicarious experiences which provided readiness for and practice in effective communication.

A principal coordinated activities and supervised the instructional program and the in-service activities.

A new development was the addition of a visiting teacher and two pupil personnel aides who worked in selective recruiting - getting those children who needed the programs worst to enter and stay with them. The team also maintained close relations with parents during the program, helping children directly and helping parents help children.

NAME OF SYSTEM: Whitfield County **PROJECT NUMBER:** 155-155-R69-1

NAME OF PROJECT: Raising Pupils' Aspirations Through Reading, Mathematics, and Visiting Teachers' Supportive Services

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $98,196

NUMBER OF PARTICIPATING CHILDREN: 1,010

SUMMARY SUBMITTED BY: D. O. Chumley, Assistant Superintendent for Instruction

TITLE I PERSONNEL: **TEACHERS:** 1 **OTHER PROFESSIONAL:** 6

AIDES: 22 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES: English-Reading
Mathematics

SUPPORTIVE SERVICES: Attendance

NARRATIVE DESCRIPTION OF PROJECT:

The effort to raise pupils' aspirations in grades 1-8 was made by directing the teacher's attention to the individualization of instruction in reading and mathematics. An emphasis was placed on the organization of the classroom to provide effective instruction for the educationally deprived pupil. The extensive in-service training of teachers of educationally deprived pupils gave considerable attention to the materials and techniques needed in the teaching-learning process. The careful supervision of reading and mathematics instruction was made by two competent consultants. A special reading teacher provided instruction in reading skills needed by 7-8 grade pupils with reading problems. The reading and mathematics activities were supported with the necessary instructional supplies, equipment and enrichment materials.

The use of teacher aides to support instruction in the primary grades was considered a valuable service. Teacher aides contributed substantially to releasing additional time for teachers to provide individual instruction for educationally deprived pupils.

The reading and mathematics activities were supported by attendance services. One para-professional social worker assisted the visiting teacher in establishing a positive communication between the teacher and the parent in matters relating to social problems. One part-time home bound teacher provided instruction for the absentee who became sick and home-bound for an extended period.

NAME OF SYSTEM: Whitfield County **PROJECT NUMBER:** 155-155-S69-2

NAME OF PROJECT: Raising Pupils' Aspirations through Kindergarten and Mathematics

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $24,190

NUMBER OF PARTICIPATING CHILDREN: 240

SUMMARY SUBMITTED BY: D. O. Chumley, Assistant Superintendent for Instruction

TITLE I PERSONNEL: **TEACHERS:** 10 **OTHER PROFESSIONAL:** 4

AIDES: 8 **OTHER NON-PROFESSIONAL:** 5

ACTIVITIES:
Mathematics
Kindergarten

SUPPORTIVE SERVICES:
Food
Health-Medical
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The mathematics program consisted of two team-teaching situations for eighth and ninth grade students. Each team consisted of two skilled mathematics teachers assisted by a para-professional aide. The materials used were prepared by the teachers and were structured to meet the individual needs of the 120 students. This program was under the direction of the system mathematics coordinator, assisted by the curriculum director.

Six kindergarten classes were conducted in two centers in conjunction with the Head Start program. These classes were taught by skilled primary teachers, each assisted by a para-professional aide. One hundred twenty pupils participated in this program, designed to aid children in the development of self-confidence, self-discipline, self-expression and curiosity. The program was directed by the curriculum director assisted by the building principals who worked with the total summer program.

Free lunches and transportation were furnished to pupils in both programs. Medical (including dental) examinations were furnished to all kindergarten children.

NAME OF SYSTEM: Wilcox County PROJECT NUMBER: 156-156-R69-1

NAME OF PROJECT: English, Mathematics, Vocational Education and Related Services

REGULAR TERM: X SUMMER TERM:

FUNDS APPROVED FOR THIS PROJECT: $166,035

NUMBER OF PARTICIPATING CHILDREN: 1,026

SUMMARY SUBMITTED BY: J. L. Faircloth, Superintendent

TITLE I PERSONNEL: TEACHERS: 8 OTHER PROFESSIONAL: 5

AIDES: 12 OTHER NON-PROFESSIONAL: 8

ACTIVITIES:
- English-Reading
- Industrial Arts
- Mathematics
- Music
- Physical Education
- Vocational Education

SUPPORTIVE SERVICES:
- Attendance
- Food
- Health
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

Wilcox County is a rural, sparsely populated county with a high percentage of economically and culturally deprived children. With this in mind, our Title I planning committee devised a project in which most of these children could be grouped according to their ability and achievement levels in reading, mathematics, and English. The very latest materials, methods and machines were used to bring these children up to and beyond the national norms. Public school music, which had never been a part of our curriculum, was offered to every child. Vocational education classes which actually taught a trade were offered to children who did not plan to or who felt they could not afford to further their education after high school. Attendance officers were employed to work with parents and impress upon them the importance of their children attending school regularly.

Free lunches were provided for those who could not afford to pay. Nurses were placed part-time on the campuses of our schools to teach better personal health habits and to care for the children. Periodic trips to places of interest and educational value were provided. For the first time, some of our children became aware that mankind is interested in their well-being.

NAME OF SYSTEM: Wilcox County **PROJECT NUMBER:** 156-156-S69-2

NAME OF PROJECT: Summer Tutorial Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $38,008

NUMBER OF PARTICIPATING CHILDREN: 490

SUMMARY SUBMITTED BY: J. L. Faircloth, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 32 **OTHER PROFESSIONAL:**

AIDES: 16 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES: Tutorial Activities **SUPPORTIVE SERVICES:** Food
Transportation
Student Body Activities

NARRATIVE DESCRIPTION OF PROJECT:

The Wilcox County Board of Education employed 32 professional teachers, certified in elementary education, and a reading specialist to teach 490 educationally deprived children for six weeks during the summer. Sixteen teacher-aides were employed to assist the teachers with this endeavor. All reading machines and equipment from throughout the system were gathered at Excelsior Elementary School, a new and air-conditioned school plant. The children were transported from their homes over the county to this facility. Two cooks prepared a snack daily for the children at no expense to the child or their parents. Reading and related elementary subjects were taught to all children from eight till twelve daily, five days a week. It is expected that due to the small teacher-student ratio, the pleasant surroundings, the latest in machines and methods, each student will achieve twice the normal rate as measured by standardized tests with national norms.

NAME OF SYSTEM: Wilkes County **PROJECT NUMBER:** 157-157-R69-1

NAME OF PROJECT: Enriched, Improved and Expanded Curriculum

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $137,975

NUMBER OF PARTICIPATING CHILDREN: 922

SUMMARY SUBMITTED BY: Thelma S. McLendon, Principal, Washington Central School

TITLE I PERSONNEL: **TEACHERS:** 11 **OTHER PROFESSIONAL:** 2

AIDES: 4 **OTHER NON-PROFESSIONAL:** 4

ACTIVITIES:
Music
English-Reading
Natural Science
Social Science
Kindergarten
Physical Education

SUPPORTIVE SERVICES:
Food
Attendance
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This project consisted of classroom instruction in English, reading, music, natural science, social science, and kindergarten, as well as services with reference to attendance, food and transporation.

Filmstrips, projectors, educational television, overhead projectors, language masters and tape recorders served as the multisensory approach which was necessary for the motivation of underpriviledged pupils. High interest level reading materials including The Sound of Language series, The Time Machine series, The Jim Forest series, The Wise Owl series, The Kinder Owl series and Classroom Library Packets were used in efforts to personalize instruction for each pupil. The improved reading attitudes served to aid in the effectiveness of instruction in all other subject areas involved in the project.

Understandings, appreciations, attitudes and interests, as well as knowledge and skills, received tremendous attention throughout the program.

NAME OF SYSTEM: Wilkes County PROJECT NUMBER: 157-157-S69-2

NAME OF PROJECT: Summer Enrichment

REGULAR TERM: SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $38,212

NUMBER OF PARTICIPATING CHILDREN: 300

SUMMARY SUBMITTED BY: Mrs. T. S. McLendon, Principal, Washington Central

TITLE I PERSONNEL: TEACHERS: 18 OTHER PROFESSIONAL: 2

AIDES: 18 OTHER NON-PROFESSIONAL: 8

ACTIVITIES: Reading
Kindergarten

SUPPORTIVE SERVICES: Food
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

The Title I summer reading activity was far better understood by those who participated actively. It offered excellent opportunities for children who were willing to take advantage of the opportunities. Many children were reached whose ability is average, yet they did not have access to books and reading materials in their own homes, or they lacked the necessary encouragement at home so needed to guide and stimulate summer reading from the Public Library. Many good and sound work habits were established, and an atmosphere was created to encourage reading appreciation. Each child worked at his own level and rate of achieving. This activity provided an opportunity for children to receive individual help with their particular reading problem. The children learned that school is fun when everyone works and cooperates, thus leading to better attitudes toward school. The aides were excellent assistants. They were firm in discipline, alert in detecting children's weaknesses and most helpful in checking workbooks, tests and drills. In the food program the underprivileged children received a Type-A lunch each day. Those participating in the activity benefited nutritionally and therefore were able to do better work by being alert and receptive. Improved classroom performance in reading was due to our using Reading Readiness Filmstrips, The Open Highway Series, Readers Digest Series, The New Practice Readers, Vocabulary Builders, Pre-instructional test, workbooks, record players, projectors, reading kits and charts. These seem to be an excellent material for determining the pupils ability to read and comprehend.

NAME OF SYSTEM: Winder City **PROJECT NUMBER:** 007-244-R69-1

NAME OF PROJECT: Improving Instruction

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $46,784

NUMBER OF PARTICIPATING CHILDREN: 400

SUMMARY SUBMITTED BY:

TITLE I PERSONNEL: **TEACHERS:** 12 **OTHER PROFESSIONAL:** 9

AIDES: 2 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:

- Cultural Enrichment
- English-Reading
- Home Economics
- Mathematics
- Music
- Physical Education/Recreation

SUPPORTIVE SERVICES:

- Attendance
- Clothing
- Food
- Health-Dental
- Health-Medical
- Health-Vision
- Library
- Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This was a remedial and compensatory educational project centered on a developmental approach. Teacher aides assisted teachers in the classroom so that the children might gain more from individual attention. Teacher attendance home visitors related to the parents and the teachers the existing conditions in the home and at school so that the pupils could benefit more from available school and community related services, including clothing, food, dental, medical, vision and transportation. New and additional instructional supplies and materials supplemented those available from other sources. Film, film strips, transparencies, slides, records, assorted kinds of paper, pencils, crayons, paints, mimeographed materials, paperback books and general instructional supplies used in a classroom setting were provided to help make lessons more easily understood and appealing. An after school program was provided for small groups, assisting students with mathematics and reading difficulties through individualized instruction and services of the school library and librarian. Instruction appeared to be more effective and learning to take place more rapidly through the variety of media made available with Title I funds. Field trips were provided. These experiences were provided to help expand the pupils' understanding of classroom activities. Additional janitors and maids helped with maintaining a clean environment conducive to a better appreciation for cleanliness practices.

The impacts on educationally deprived children include: improved instruction; improved school attendance; developed rapport between pupils and teachers, pupils and parents, parents and teachers, and school and community; improved psychological, nutritional, and physical needs of deprived children.

NAME OF SYSTEM: Winder City **PROJECT NUMBER:** 007-244-S69-1

NAME OF PROJECT: Improving Instruction

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $28,058

NUMBER OF PARTICIPATING CHILDREN: 150

SUMMARY SUBMITTED BY: L. D. Sims, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 15 **OTHER PROFESSIONAL:** 1

AIDES: 0 **OTHER NON-PROFESSIONAL:** 10

ACTIVITIES:
Art
English-Language
Mathematics
Music
Physical Education/Recreation
Natural Science
Social Science

SUPPORTIVE SERVICES:
Clothing
Food
Health-Medical
Library
Transportation

NARRATIVE DESCRIPTION OF PROJECT:

This was a remedial and compensatory educational project centered on a developmental approach. Emphasis on individual instruction was stressed. Activities and supportive services were correlated to more fully provide for the needs of these youth. New and additional instructional supplies and materials supplemented those available from other sources. Film, filmstrips, transparencies, slides, records, assorted kinds of paper, pencils, crayons, paints, mimeographed materials, paperback books and general instructional supplies were used in a classroom setting to help make lessons more easily understood and appealing. Individual instruction and services of the school library and librarian were used to help pupils progress consistently with their levels of ability. Instruction appeared to be more effective and learning to take place more rapidly through the variety of media made available with Title I funds. Field trips were provided to help expand the pupils' understanding of classroom related activities. Janitors and maids helped maintain a clean environment conducive to a better appreciation for cleanliness practices. Each pupil was served lunch free at mid-day each day. These meals appeared to help improve the pupils' attitudes, their class performance and their general nutritional health.

The impacts that this project should have upon educationally deprived children include: (1) Improving instruction, (2) Improving the pupils' self image, (3) Developing rapport between pupils and teachers, pupils and parents, parents and teachers and improved school and community relations, (4) Improving the psychological, nutritional and physical needs of deprived children.

NAME OF SYSTEM: Worth County **PROJECT NUMBER:** 159-159-R69-1

NAME OF PROJECT: Improving and Modernizing Instructional Methods and Procedures

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $384,011

NUMBER OF PARTICIPATING CHILDREN: 2,157

SUMMARY SUBMITTED BY: Robert B. Waller, Coordinator, Title I

TITLE I PERSONNEL: **TEACHERS:** 28 **OTHER PROFESSIONAL:** 6

AIDES: 17 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
Business Education
English-Reading
Foreign Language
Music
Physical Education/Recreation

SUPPORTIVE SERVICES:
Clothing
Food
Health-Medical
Library

NARRATIVE DESCRIPTION OF PROJECT:

The only equipment purchased under this project was a Foreign Language Laboratory. Each project school had two remedial reading teachers who devoted their time solely to improving reading using materials at the level of the student determined by informal reading inventories. Sufficient supplies were purchased to take care of business machines, bookkeeping and typing and shorthand. Individual classroom libraries were purchased to encourage independent reading. Health-medical services were provided by two RNs and two aides. The physical education recreation program was handled by eight teachers and one director. The teachers visited each project school twice weekly and offered directed programs. Pro-rated costs of lunches were provided in all eligible schools. This raised the ADA approximately 10%. As new learning, medical, food and physical avenues opened and expanded, and children associated with more children in the same kind of growth experience, there was evidence of a more stable emotional, cultural and educational growth. This growth in turn reduced the incidence of racial, social and linguistic isolation.

NAME OF SYSTEM: Worth County **PROJECT NUMBER:** 159-159-S69-2

NAME OF PROJECT: Expanding Academic Program and Offering Early Elementary Program

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $115,134

NUMBER OF PARTICIPATING CHILDREN: 1,530

SUMMARY SUBMITTED BY: Robert B. Waller, Title I Coordinator

TITLE I PERSONNEL: **TEACHERS:** 44 **OTHER PROFESSIONAL:** 2

AIDES: 25 **OTHER NON-PROFESSIONAL:** 8

ACTIVITIES:
- Business Education
- Cultural Enrichment
- English-Reading
- Mathematics
- Physical Education/Recreation

SUPPORTIVE SERVICES:
- Food
- Library

NARRATIVE DESCRIPTION OF PROJECT:

The equipment used in this program was Sights and Sounds, Hoffman Information Center, projectors, filmstrip projectors, tape recorders and record players. A variety of reading and mathematics materials, not used in the regular term, were used in order to avoid negative reactions of the sort commonly received from students who have had years of failure in reading and mathematics. The reading activity interrelated the five functions of language: critical thinking, speaking, listening, reading and writing. In a smaller class the teacher had time for diagnosis, time to build a program to fit individual needs as disclosed by the diagnosis, and time to give individual attention where it was needed. Those students with histories of failure and frustrations in reading and mathematics profited greatly from this type of program. In business education typewriters, adding machines, calculators, rotary calculators and cash machines were used. This course was offered to students not able to schedule it during the regular term. Physical education was offered during the afternoon and early evening to keep the students off the streets. Softball, baseball, basketball, gymnastics, dancing and indoor sports were offered. Slimnastics was offered to secondary students and parents during the early evening.

NAME OF SYSTEM: Department of Family and Children Services   PROJECT NUMBER: 303-303-R/S69-1
NAME OF PROJECT: Academic Stimulation

REGULAR TERM: X   SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $248,497

NUMBER OF PARTICIPATING CHILDREN: 780

SUMMARY SUBMITTED BY: D. Robert Hobbs, Curriculum Consultant

TITLE I PERSONNEL: TEACHERS: 16   OTHER PROFESSIONAL: 2

AIDES: 31   OTHER NON-PROFESSIONAL: 1

ACTIVITIES: Orientation
Arts and Crafts
Physical Training
Arithmetic
Homemaking
Reading
Commercial Skills
(Typing and Printing)
In-service Training

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Title I funds provided not only for the child's educational improvement but also made it possible to modify behavior and attitudes he exhibited toward school and society. Funds provided for activities in eight different areas in seven institutions for delinquent children. The program was under the direction of the Division of Children and Youth.

An orientation program acclimated the newcomer to his surroundings and tried to alleviate some of the anxieties of the child who was taken from familiar surroundings and placed in a strange setting. Students two or more years behind in their reading level benefited from the remedial reading program. Modern audio-visual type reading equipment was used with great success in helping students overcome reading difficulties. The commercial subjects program ranged from instruction in typewriting to the proper techniques involved in printing jobs. Equipment used included typewriters, adding machines, calculators, a print shop Headliner and one IBM Compositor. Girls had an opportunity to learn basic homemaking skills in homemaking classes using such appliances as toasters, hand mixers, electric fry pans and vacuum cleaners.

The Title I program employed 16 professional full-time teachers, 31 aides, tutors and program assistants, one orientation director and consultant and clerical assistants.

Equipment used in all areas of Title I activities included overhead projectors, tape recorders, 16mm sound projectors, transparency machines, stereo record players and cameras. Various supplies used included tapes, filmstrips, programmed material and transparencies.

NAME OF SYSTEM: Georgia Academy for the Blind **PROJECT NUMBER:** 301-301-R69-1

NAME OF PROJECT: Recreation and Music Improvement for Georgia Academy for the Blind

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $7,108

NUMBER OF PARTICIPATING CHILDREN: 194

SUMMARY SUBMITTED BY: Anthony Molinaro, Consultant, Title I, ESEA

TITLE I PERSONNEL: **TEACHERS:** 2 **OTHER PROFESSIONAL:** 1

AIDES: 0 **OTHER NON-PROFESSIONAL:** 3

ACTIVITIES:
Speech Correction
Social Experiences
Band Instruction
Recreational Experiences
Library Improvement, Music Improvement

SUPPORTIVE SERVICES: Low Vision Aid Training

NARRATIVE DESCRIPTION OF PROJECT:

Title I funds provided a multi-faceted project in which the Academy for the Blind generally upgraded the residential school program in several areas. These included providing for the screening and prescription of low vision aids for those children who have usable vision. Equipment used in the low vision aid activity was the Basic Test Set of Optical Aids.

Speech and hearing activity was conducted to identify pupils with speech and hearing impairments, to provide therapy to pupils with significant speech problems and to professionally diagnose and refer to regular classroom teachers children with minor speech problems so that they could provide long-term assistance through in-service training conducted by a professional speech therapist. Screening and therapy was conducted by contract with the Central Georgia Speech and Hearing Center.

The library improvement activity was concerned with developing a braille and large type card catalog to facilitate use of the library by visually handicapped children. A card file catalog was the only equipment purchased for this activity.

The music improvement program included the purchase of uniforms for the members of the Senior Chorus and the part-time employment of a band instructor. The members of these two groups regularly performed at school and community functions.

In order to establish meaningful social, cultural and recreational activities for the students during the weekends, recreational workers were employed to plan and execute appropriate activities for the youngsters. Both school and off campus facilities were used.

NAME OF SYSTEM: Georgia Academy for the Blind

PROJECT NUMBER: 301-301-S69-3

NAME OF PROJECT: Summer Remedial, Enrichment and Recreational Activities for Georgia Academy for the Blind

REGULAR TERM:

SUMMER TERM: X

FUNDS APPROVED FOR THIS PROJECT: $46,756

NUMBER OF PARTICIPATING CHILDREN: 51

SUMMARY SUBMITTED BY: Lee Jones, Superintendent

TITLE I PERSONNEL: **TEACHERS:** 12

OTHER PROFESSIONAL: 6

AIDES: 2

OTHER NON-PROFESSIONAL: 18

ACTIVITIES:
Remedial Language Arts
Remedial Mathematics
Recreation Activities
Inservice Training
 Houseparents
Activities of Daily Living
Orientation and Mobility
Multisensory Activity

SUPPORTIVE SERVICES:
Psychological
 Services
Medical Services

NARRATIVE DESCRIPTION OF PROJECT:

The summer program included several of the most needed activities the Georgia Academy for the Blind was faced with providing for its students. The core of the summer program was emphasis on remedial language arts and mathematics, enrichment classes and recreational activities. Included in this program was individual and small group tutoring, orientation and mobility and activities of daily living.

Prior to the summer program, the houseparent staff was sent to the University of Georgia and to the University of North Carolina for workshops concerning the role of child care attendants.

An evaluation and screening program for preschool blind children with auditory defects is at present in operation.

NAME OF SYSTEM: Georgia School for the Deaf **PROJECT NUMBER:** 301-301-R69-2

NAME OF PROJECT: Language, Reading and Recreational Activities for Georgia School for the Deaf

REGULAR TERM: X **SUMMER TERM:**

FUNDS APPROVED FOR THIS PROJECT: $26,031

NUMBER OF PARTICIPATING CHILDREN: 392

SUMMARY SUBMITTED BY: Anthony A. Molinaro, Consultant, Title I, ESEA

TITLE I PERSONNEL: **TEACHERS:** 0 **OTHER PROFESSIONAL:** 16

AIDES: 8 **OTHER NON-PROFESSIONAL:** 0

ACTIVITIES:
Physical Education
Recreation
Language Development
Reading Achievement

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The language and reading activity was designed to offer individual and small group instruction to students in grades two through six, who were experiencing unusual difficulty in mastering language and reading skills. It was the purpose of this activity to replace deaf children's limited language usage with functional language skill, to increase the children's interest in reading, to increase their vocabulary, and to increase their ability to decipher thoughts from printed matter. Title I expenditures for this activity included the employment of eight teacher aides, the purchase of language arts supplies and the purchase of controlled readers and earmolds for the extended range hearing aids.

A physical education and recreation program was in operation for those children who remained at the school during the weekend. The activity employed 16 part-time instructors who worked with the children in the gymnasium, playgrounds, recreation rooms and the outdoor recreation areas of the school. Physical education and recreation equipment were purchased with Title I funds.

NAME OF SYSTEM: Georgia School for Deaf **PROJECT NUMBER:** 301-301-S69-4

NAME OF PROJECT: A Language-Reading Program and a Parent-Pupil Institute to Enrich Educational Experiences of Deaf Children

REGULAR TERM: **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $113,350

NUMBER OF PARTICIPATING CHILDREN: 180

SUMMARY SUBMITTED BY: Emmalee J. Highnote, Director of Summer School

TITLE I PERSONNEL: **TEACHERS:** 26 **OTHER PROFESSIONAL:** 39

AIDES: 6 **OTHER NON-PROFESSIONAL:** 19

ACTIVITIES:
Language Development
Reading Achievement
Parent Education

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

The summer program was designed to offer an enriched language and reading program to pupils who were having difficulty in these two areas. It was further designed to stimulate and increase the children's interest in reading, to improve their vocabulary, and to raise their level of comprehension. The implementation of this project required the services of 26 classroom instructors and 6 teacher aides, with a ratio of one teacher to five pupils, affording individual instruction. A rhythm teacher, an art instructor, a librarian, and five physical education personnel played an important part in the program.

Language arts supplies, ten Craig Readers and the Craig Program, movie projectors, a typewriter, paper cutters, controlled readers, ditto machine, rhythm band equipment, Copier machines, and hearing aids were purchased.

The second phase of the project, a Parent-Pupil Institute, was designed as an orientation program. Parents of prospective pupils and pupils were invited to the Institute. The Program introduced the total school program. It helped parents to better understand the problems of deafness and informed them as to how they could help their child prepare for school. Employees of the regular summer school program participated in the Institute.

NAME OF SYSTEM: Gracewood State School and Hospital **PROJECT NUMBER:** 302-302-R/S 69-1

NAME OF PROJECT: Educational Experiences for Institutionalized Mentally Retarded

REGULAR TERM: X **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $70,245

NUMBER OF PARTICIPATING CHILDREN: 680

SUMMARY SUBMITTED BY:

TITLE I PERSONNEL: **TEACHERS:** 4 **OTHER PROFESSIONAL:** 18

AIDES: 0 **OTHER NON-PROFESSIONAL:** 2

ACTIVITIES:
Driver Education
Education Program for Non-Ambulatory Retarded
Language Development
Concept Formation Project
Summer Day Camp, Teaching Swimming

SUPPORTIVE SERVICES:

NARRATIVE DESCRIPTION OF PROJECT:

Driver education was offered to 96 residents between the ages of 16 and 21 and with an I.Q. of 60 and above. A driver instructor was employed. Driver simulators and a station wagon were used.

Education experiences were offered to 25 non-ambulatory multi-handicapped residents. A classroom was constructed in the residents' living area, an instructor employed and adequate supplies and equipment purchased.

Language stimulation and development activities were offered by means of video tape to 120 employees who worked directly with the residents. Two child development technicians and a television technician were employed. Equipment for the TV Studio was purchased from previous Title I funds.

The concept formation activity provided intensive training in the development of awareness of such concepts as up, in, over, between, more than, before, etc. Three groups of six to eight children each participated.

A summer day camp was operated by four recreation personnel who are employed with grant funds. Thirty or forty residents attended camp for a period of one week. Activities such as arts and crafts, nature study, music, swimming and devotional periods were offered. Six water safety instructors were employed to teach swimming and water safety.

NAME OF SYSTEM: School of Special Education, Central State Hospital **PROJECT NUMBER:** 302-302-R/S 69-2

NAME OF PROJECT: Cultural Enrichment

REGULAR TERM: X **SUMMER TERM:** X

FUNDS APPROVED FOR THIS PROJECT: $31,097

NUMBER OF PARTICIPATING CHILDREN: 86

SUMMARY SUBMITTED BY: Roy H. Bass, Jr., Department Director, Manpower Division

TITLE I PERSONNEL: **TEACHERS:** 18 **OTHER PROFESSIONAL:** 3

AIDES: **OTHER NON-PROFESSIONAL:**

ACTIVITIES: Cultural Enrichment Trips

SUPPORTIVE SERVICES:
Consultants
Home Economics Equipment
Arts and Crafts Equipment
Supplies and Materials
School Bus

NARRATIVE DESCRIPTION OF PROJECT:

Because these children live in an isolated setting, it was essential to take them on cultural enrichment trips to help them adjust to the outside world. It is anticipated that these trips will help each child's educational, social and behavioral adjustment. Trips were planned in conjunction with their regular classroom work.

In establishing a home economics department, the home arts skills of the children were improved and practical experiences in work skills and attitudes which can later be transferred to vocational activities were provided. Purchase of seven sewing machines, two electric ranges, one refrigerator, one refrigerator-freezer, one washing machine, one clothes dryer, small appliances and living room furniture was necessary to complete the home economics facilities.

A planned program of arts and crafts was offered as a means of providing the student with a way of self-expression of personal ideas, emotions and talents and aided in the development of good work skills and attitudes. Hopefully, this type of recreation activity can later be transferred to vocational achievements.

Regular teachers, specialists in special education, and expert consultants participated in the project.

All supplies (workbooks, notebook paper, duplicating materials, pencils, office supplies, etc.) for students' use were furnished because the children were confined within the hospital.